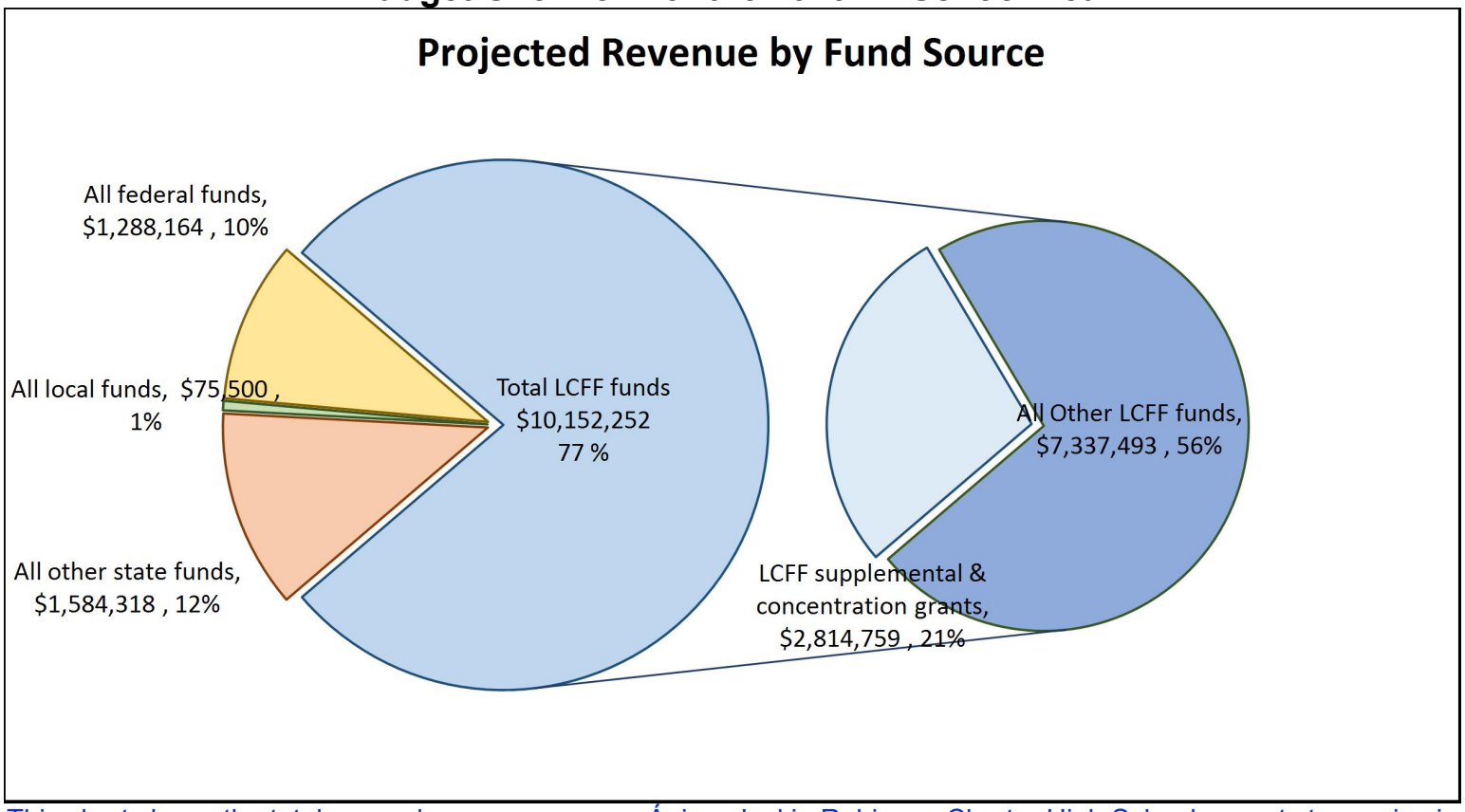
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ánimo Jackie Robinson Charter High School
CDS Code: 19-64733-0111583
School Year: 2026-27
LEA contact information:
Annette Gonzalez
Chief Education Officer
angonzalez@greendot.org
323-565-1600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

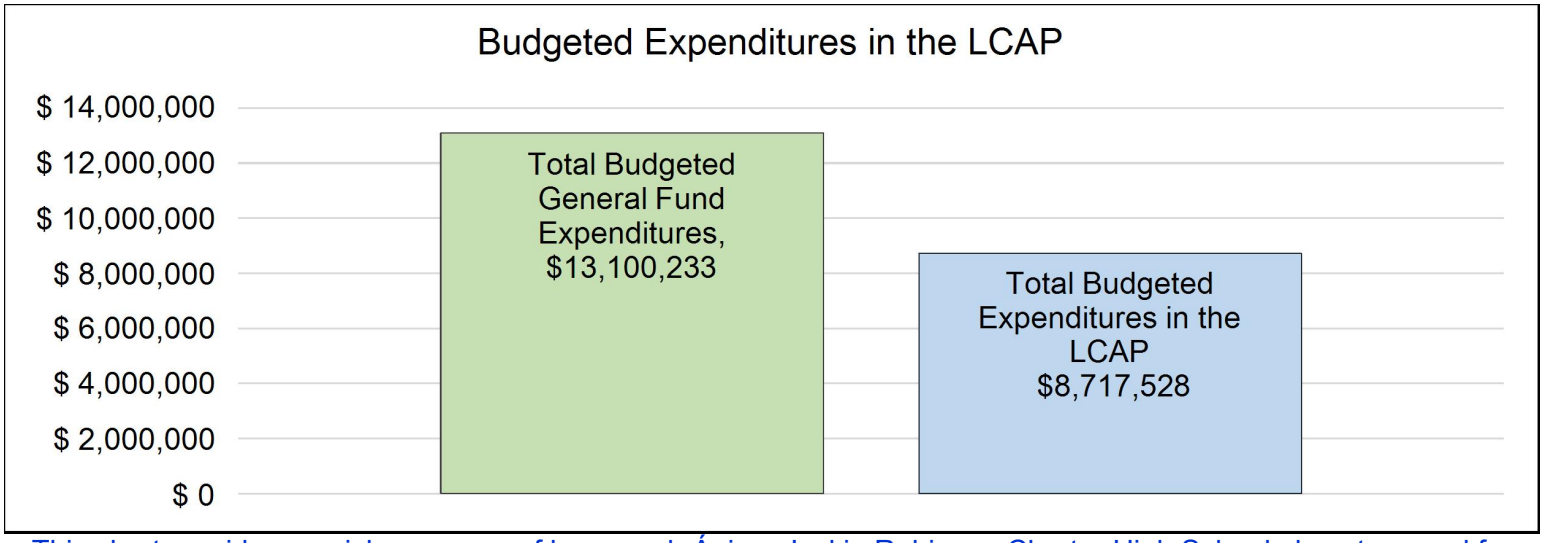


This chart shows the total general purpose revenue Ánimo Jackie Robinson Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ánimo Jackie Robinson Charter High School is $13,100,234, of which $10,152,252 is Local Control Funding Formula (LCFF), $1,584,318 is other state funds, $75,500 is local funds, and $1,288,164 is federal funds. Of the $10,152,252 in LCFF Funds, $2,814,759 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ánimo Jackie Robinson Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

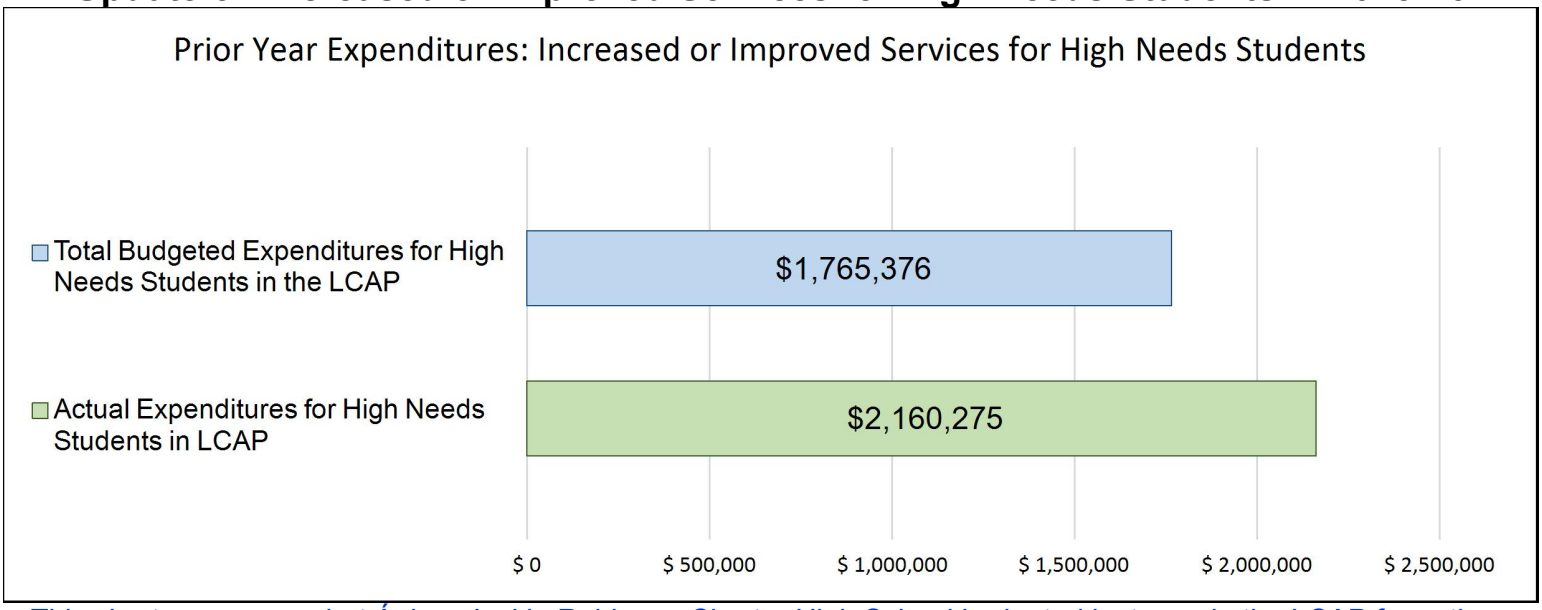
The text description of the above chart is as follows: Ánimo Jackie Robinson Charter High School plans to spend $13,100,233 for the 2026-27 school year. Of that amount, $8,717,528.41 is tied to actions/services in the LCAP and $4,382,704.59 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ánimo Jackie Robinson Charter High School is projecting it will receive $2,814,759 based on the enrollment of foster youth, English learner, and low-income students. Ánimo Jackie Robinson Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Ánimo Jackie Robinson Charter High School plans to spend $1,658,895.33 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Ánimo Jackie Robinson Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ánimo Jackie Robinson Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Ánimo Jackie Robinson Charter High School's LCAP budgeted $1,765,375.90 for planned actions to increase or improve services for high needs students. Ánimo Jackie Robinson Charter High School actually spent $2,160,274.99 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ánimo Jackie Robinson Charter High School	Annette Gonzalez Chief Education Officer	angonzalez@greendot.org 323-565-1600

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Ánimo Jackie Robinson Charter High School (AJR) is a member of the Green Dot Public Schools California network. We founded our school in July 2006 with a mission of transforming the way young adults are educated in the inner city of South Los Angeles. Green Dot is a non-profit organization that seeks to transform public education in historically-underserved urban communities in order to provide students with increased access to a rigorous college-prep education. In doing this, Green Dot's mission is to ensure that all students graduate prepared for college, leadership and life. Our school community is situated just east of the University of Southern California. Our current enrollment is approximately 607 students in grades 9-12. Demographically, we serve a population of low income minority students, most of whom will become first generation college students. Our population is 90.8% Latinx and 7.2% African American, with over 96.2% of students are socioeconomically disadvantaged. This school year, 15.7% of our student body has special needs, and 13.2% are English Learners.

Our school is a Proposition 39 school, co-located on the campus of William J. Clinton Middle School, a Los Angeles Unified school. Throughout various staffing changes, we continue to work to establish a positive, cohesive relationship with the staff and students at Clinton MS. Collaboration between Clinton MS and our school continues to grow. Through Prop 39 meetings and creative PD we focus on developing our relationships and furthering our collaboration and consistency in an effort to support our community on a united front. Together both Clinton and AJR put our students first because a majority of AJR students attended Clinton during grades six, seven, and eight, and we serve the same families. Ánimo Jackie Robinson's intention is to continue to carry out our school mission to ensure that all students graduate prepared for college, leadership and life and to provide an education for our community that will equip our resilient, self-reliant, and compassionate students with the skills necessary for success in their lives. Ultimately, we want to inspire our students to become agents of change, empowered with a unique voice, critical thinking skills, and the knowledge necessary to improve the world and transform

the cultural landscape. This mission was exemplified in the 2023-24 school year, our school was recognized as a California Distinguished School, and was 1 of 51 such schools to be identified in the Los Angeles area."
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Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California Dashboard shows that our performance in the following areas is either Green or Blue:
ELA - Green
EL Progress - Blue
Graduation rate - Blue
Suspension rate - Blue
College/ Career Readiness - Green
These results are due to the intentional work we have put in to improve student performance and outcomes across all areas of the school.

The California Dashboard shows that our performance meets or exceeds the state average in all areas except mathematics. In math, we increased 32.4 DFS points last year; however, we still performed below the state average DFS. We landed in the same color as the state, yellow, but our DFS is 42.9 points below the state average. We do celebrate our success compared to our local schools, but we are still chasing the state average. We are encouraged about our growth this year and hope to continue that momentum for the 2026 Math SBAC. Math Achievement Data for AJR, local schools, LAUSD, and state.

Below are the new, continuing, or enhanced systems, procedures, and/or programs the school has in place this year to improve student outcomes in mathematics:
New:
Strategic Staffing: We have included one more teacher to our 11th grade math team. Our hope is that this will increase the collaboration amongst teachers. This way the pressure of a tested grade level is shared among most teachers in the department and we are systemizing our SBAC supports among our teachers. New Testing Platform: This year our common unit assessments are on the Pear Assessment Platform. Pear Assessment has a setting in which common and unit assessments have the same format as the SBAC. All grade levels are using Pear Assessment, so students at all grade levels are able to practice on a similar platform every year, building their test familiarity and confidence over time.

Continuing:
Strategic Staff and Scheduling: Teachers get two collaborative pull out days as a cohort. We continue to honor inclusion, so we have co-taught math classes with SpEd teachers in Algebra 1 and Geometry. We also continue to have our newcomer English Learners cohorted in Algebra 1, Geometry, and Algebra 2 with a bilingual aide in the room to support their growth.

Mock Math SBAC: We started this last school year. The whole junior class took the Interim Comprehensive Assessment (ICA) directly on the CAASPP System in January. The ICA has a practice computer adaptive section and performance task released by the state. The students will be in a strict testing environment for this mock exam, similar to the SBAC testing environment. The math teachers met the following week to grade the open-ended questions and conduct data analysis to plan out their interventions.

SBAC “Rising Stars” with revamped lessons: Our AP Precalculus teacher will continue to lead an advisory intervention for students who we deem to be on the Bubble of passing the SBAC. We use i-Ready diagnostic data and common assessment data to determine the students who are not consistently on grade level with their work, yet show potential for growth. The students will meet every week for nine weeks prior to the SBAC to practice key math topics covered on the exam. The lessons incorporate Pear Assessment as the practice platform.

Curriculum-focused coaching and collaboration: Our administrator over the math department is a former math teacher at AJR and a former math curriculum coach. Our math curriculum specialist also meets with department members frequently to support in planning and implementation, one-on-one and in department meetings.
Common Routines: We are implementing common routines in all math classes to create consistency and build math skills.

Across the department, teachers are using math journals to capture key learning, vocabulary words, and a synthesis of the lesson.
We are working on building student endurance to work alone and their self confidence in trying on their own before they engage in a turn and talk.

Tracking Growth and Proficiency on i-Ready: Teachers analyze student performance after our three i-Ready diagnostics. This year the median student met 92% of their growth goal after their mid-year diagnostic exam.

The 2025-2026 year our growth average for 11th grade was over 2 years of growth (12 points is approximately 1 year) at 29 points. We celebrate growth every year from our students' beginning of the year assessment, so our students get closer to grade level by the time they graduate.
We are focusing on growth so that proficiency rates can increase. Currently 35% of our juniors are on grade level. Our focus is to push more of our students up toward proficiency. The correlation between i-Ready performance and SBAC performance in math is not high, we estimate it's approximately 35%.

Enhanced Systems, procedures, and/or programs:
Illustrative Math 360: Our common curriculum has been revamped this school year. The curriculum now has section level narratives and section level check points. This helps the teacher understand the key ideas within each unit as well as track student progress. These checkpoints are also on the pear assessment platform.
Common Assessment Program: Although the math department has been implementing unit assessments through the IM curriculum, as well as iREADY diagnostic assessments three times a year, this year we are also part of the district-wide common assessment program, which includes quarterly data assessment days in our PD calendar. This enables teachers and students to view routine computer-based assessments as part of their learning environments. It also allows for regular, school-wide data analysis among all departments.

Peer Observation: We have also added Peer Observation to our PD program this year, enabling teachers to observe and provide feedback in a structured PD setting to one another across departments, grade levels and among all teachers.

2025 California Dashboard Analysis

English Language Arts:
Based on our results of the 2025 California Dashboard, Animo Jackie Robinson increased 19.8 Points in ELA to 22.8 Points Above Standard from the previous year of 3 Points Above Standard. The Color Indicator in 2025 improved to "Green" from the previous year of "Yellow." In addition, Animo Jackie Robinson is exceeding the state average of 8.1 Points Below Standard. Analysis by student groups:
-English Learners: 63.1 Points Below Standard, Increased 15.9 points from the previous year, behind the state at 59.9 Points Below Standard, increased 7.6 Points from the previous year.
-Hispanic: 23.5 Points Above Standard, Increased 15.1 Points from the previous year, exceeding the state at 33.7 Points Below Standard, increased 5.7 points from the previous year.
-Socioeconomically Disadvantaged: 22 Points Above Standard, Increased 20.5 Points from the previous year, exceeding the state at 35.3 Points Below Standard, increased 5.5 points from the previous year.

Mathematics:
Based on our results of the 2025 California Dashboard, Animo Jackie Robinson improved 32.4 Points in Mathematics to 85.3 Points Below Standard from the previous year of 117.7 Points Below Standard. The Color Indicator in 2025 improved to "Yellow" from the previous year of "Red." In addition, Animo Jackie Robinson is behind the state average of 42.4 Points Below Standard. Analysis by student groups:

-English Learners: 146 Points Below Standard, Increased 32 points from the previous year, behind the state at 86.1 Points Below Standard, increased 7.3 Points from the previous year.
-Hispanic: 85.2 Points Below Standard, Increased 28.1 points from the previous year, behind the state at 73.6 Points Below Standard, increased 5.6 Points from the previous year.
-Socioeconomically Disadvantaged: 85.1 Points Below Standard, Increased 32.8 points from the previous year, behind the state at 72.9 Points Below Standard, increased 5.3 Points from the previous year.

English Learner Progress (ELPI):
Based on our results of the 2025 California Dashboard, Animo Jackie Robinson increased 25.5 Percentage Points in ELPI to 64.3% making progress from the previous year of 38.8% making progress. The Color Indicator in 2025 improved to “Blue” from the previous year of “Orange.” In addition, Animo Jackie Robinson is exceeding the state average of 46.4% making progress. Analysis by student group:
-Long-Term English Learners (LTEL): 68.8% making progress, Increased 26.2 Percentage Points from the previous year, exceeding the state at 49.1% making progress, increased 3.3 Percentage Points from the previous year.

College/ Career (CCI):
Based on our results of the 2025 California Dashboard, Animo Jackie Robinson improved 8.1 Percentage Points change in CCI to 68.8% prepared from the previous year of 60.7% making progress. The Color Indicator in 2025 improved to “Green” from the previous year of “Yellow.” In addition, Animo Jackie Robinson is exceeding the state average of 51.7% prepared. Analysis by student group:
-Hispanic: 72.4% prepared, Increased 7.4 Percentage Points from the previous year, exceeding the state at 45.1%, increased 4.2 Percentage Points from the previous year.
-Socioeconomically Disadvantaged: 68.6% prepared, Increased 8.1 Percentage Points from the previous year, exceeding the state at 44.8% prepared, increased 4.1 Percentage Points from the previous year.

Graduation Rate:
Based on our results of the 2025 California Dashboard, Animo Jackie Robinson maintained -0.4 Percentage Points in Graduation Rate of 96.4% from the previous year of 96.8% graduated. The Color Indicator in 2025 maintained a “Blue” from the previous year. In addition, Animo Jackie Robinson exceeded the state average of 87.8% prepared. Analysis by student group:
-Hispanic: 95.9% graduated, Declined 2.6 Percentage Points from the previous year, exceeding the state at 86.9% graduated, increased 1.6 Percentage Points from the previous year.
-Socioeconomically Disadvantaged: 96.4% graduated, Maintained -0.4 Percentage Points from the previous year, exceeding the state at 86.2% graduated, increased 1.8 Percentage Points from the previous year.

Suspension Rate:
Based on our results of the 2025 California Dashboard, Animo Jackie Robinson maintained 0 Percentage Points in Suspension Rate of 0% suspended at least one day from the previous year of 0%. The Color Indicator in 2025 maintained a “Blue” from the previous year. In addition, Animo Jackie Robinson had a lower suspension rate than the state average of 2.9% suspended at least one day.

Science:

Based on our results of the 2025 California Dashboard, Animo Jackie Robinson increased 4 Science Points to 52 Science Points from the previous year of 48 Science Points. The Color Indicator in 2025 achieved a rating of “Green.” In addition, Animo Jackie Robinson is behind the state average of 52.6 Science Points. Analysis by student group:
English Learners: 40.2 Science Points, Increased 5 Points from the previous year, behind the state at 41.1 Science Points, increased 2.1 points from the previous year.
-Hispanic: 52.2 Science Points, Increased 2.5 Points from the previous year, exceeding the state at 47.1 Science Points, Maintained 1.7 points from the previous year.
-Socioeconomically Disadvantaged: 51.7 Science Points, Increased 3.8 Points from the previous year, exceeding the state at 47.1 Science Points, maintained 1.5 points from the previous year.

Segments on LCAP that are showing promise:
-Goal #1 (Basic Services): We are at 100% in regards to credentialed teachers, facilities and courses.
-Goal #2 (Proficiency for all): We are meeting or exceeding the targets related to ELA SBAC, EL reclassification rates, ELPI growth and CAST. We set a goal to improve to at least 60% passing or exceeding in ELA on the SBAC and at least 20% passing or exceeding in Math for the 2024-25 school year. We beat those goals, scoring 65% passing or exceeding in ELA and 25% passing or exceeding in Math. We also increased in Science to 52 science points (an increase of 4 points) from 48 science points and in our ELPI rates to 64.3% (an increase of 25.5%) from 38.8%. Our ELA DFS (22.8 points above standard, and increased 19.8 points from the previous year) outperformed the state (8.1 points below standard, and increased 5.1 points from the previous year) for all students, the Socioeconomically Disadvantaged subgroup, and Latino subgroup. We were very intentional in our planning and preparation for SBAC with last year’s eleventh grade team and with students and parents. We tried to attack the SBAC on several fronts, including Advisory preparation sessions for our Bubble Students in ELA and Math, use of Study Smart Tutors on a weekly basis for all eleventh graders, and Study Smart tutorial sessions before school during Late Start Thursdays for bubble students in Math. We also provided our eleventh grade ELA and Math teachers with pull-out planning days to enable them to infuse their curriculum with practice sessions, intentional writing instruction, warm up’s around language conventions and review topics in math, etc. We also met with the entire eleventh grade class in small classroom settings teaching them the significance of SBAC for the school and for them individually, and providing space for them to set their own goals for the exam. We carefully designed the testing logistics and we initiated a motivational campaign for the students, as well as incentives for the class and for individual students. All of these efforts resulted in improved scores across the board. Our goal is to continue this momentum and upswing of scores this year and in the future.
AJR leadership, in coordination with the Green Dot Education Team, designed an effective professional development plan, which focused on Academic Discourse, Academic Monitoring, and literacy development, as well as on building positive relationships with students. We can say that our teachers routinely use Turn and Talks, as well as writing and pre-writing strategies for student processing of content. We are proud of how we were able to align our PD goals and work with our SBAC goals, and we are proud that we were able to see that work manifested in improved scores, particularly in ELA for all students and for our sub-groups, as well as increased college acceptance and enrollment, and positive feedback from teachers, students and families (as indicated by our annual SEL survey and Stakeholder Feedback surveys). A school's SGP represents how the school has moved students from point A to point B relative to schools serving similar youth. If a school has an SGP of 50, students have achieved average growth. For high schools, SGP is calculated using 3 years of SBAC growth (8th to 11th). Our CORE SGP for ELA was 95 and for Math was 76 , well exceeding the target.

-Goal #3 (Prepared for College, Leadership and Life) also reflects ongoing success as it relates to low cohort dropout rates, cohort graduation rates and A-G graduation rate. Our cohort dropout rates consistently remain below 10%, our cohort graduation rates consistently

remain above 95%, and our A-G, Graduates Meeting UC/CSU Requirements, rate increased from Class of 2024 (87.2%) to 97% for Class of 2025, a 10% increase, exceeding the target of 3% growth. Regarding preparation for college, leadership and life, our school is on the College Board AP Honor Roll as recipients of gold status - with 56% of our students experiencing at least one AP course before graduating, 35 % of our students earning college credit by passing an AP exam with a score of 3 or better, and our college optimization is at gold level, with 13% of students taking a total of five or more APs in their high school career, and at least one of those AP classes in 9th or 10th grade) Our EAP data improved from 40% -67% ready for college based on their SBAC scores.

-Goal #4 (Focus on School Culture) reflects some improvement regarding ADA and chronic absenteeism. Our overall ADA remains above 90%. Our chronic absenteeism showed an overall decrease of ~2%, from the prior year, and a decrease in all subgroups, with our SWD's having the best improvement of 4% decrease from the prior year.

-Goal #5 (Parent, Student and Community Engagement) also continues to be an area of strength, where we exceed the required number of SAC and DELAC meetings, along with increasing our parent participation rates, from the prior year. In terms of stakeholder feedback, staff and family report satisfaction with the school, and the family feedback regarding "would you recommend this school" reflects a 99% response of yes.

Segments on LCAP that need further growth:
-Goal #2: Our 2024-25 Math performance indicated we needed drastic improvement, however, we improved by 10% in the 2025-26 school year to a 25% proficiency rate. We still have a way to go in Math SBAC performance, especially with our EB students. The California Dashboard shows that In math, we increased 32.4 DFS points last year; however, we still performed below the state average DFS. We landed in the same color as the state, yellow, but our DFS is 42.9 points below the state average. We do celebrate our success compared to our local schools, but we are still chasing the state average. We are encouraged about our growth this year and hope to continue that momentum for the 2026 Math SBAC.

-Goal #3: AP passing rates are a continued work in progress. We continue to work on increasing our passing rates. Additionally, although the percent of students considered "prepared" on the college/career indicator decreased slightly from the prior year's data, we were able to meet the target. In regards to CTE and A-G concurrent enrollment, we are actively exploring viable pathways, and this is an area we anticipate to see some favorable progress in the near future.
Dashboard School Wide ELA: The school wide Dashboard ELA Indicator for 2025 is Green. Our English Learner overall progress is Blue, but we realize we need to improve SBAC performance of our EB students in ELA and especially in Math. We continue to address the needs of our English Learners. (See below). In order to continue to improve the scores of our entire student body in ELA we are taking the following action steps:

PD created by school leaders based on Green Dot initiatives for Academic Rigor and ongoing Relay training:
The school has planned the Academic Discourse PD unit, monthly New Teacher PD sessions, SWA PD units and Academic Monitoring PD units. Administrators worked to train the Instructional Leadership Team (ILT) throughout the year to facilitate department PD sessions on Academic Discourse and on curriculum development, as well as on data analysis of our new Common Assessments and facilitating Peer Observation Protocols. Some of the PD topics have included:
Rituals and Routines: In the summer of 2023 we relaunched Rituals and Routines and in the 2023-24 school year we continued this work. We continued to use a "What to Monitor" walkthrough tool and our "Get Better Faster" tool in the 2024-25 and 2025-26 school years to track

data on teacher implementation of Rituals and Routines. We have continued PD on Rituals and Routines with new teachers this school year, 2025-26.

Turn and Talks: In August of 2022 we launched this PD unit focused on increasing student to student academic discourse. We created a monitoring tool and data collection tracker to measure our growth in implementing Turn and Talks and assess our progress each month. Over this period growth was tracked and our admin team continued to use the tracking tool in the 2023-24 school year. In the 2025-26 school year this tracker continues to be used as a tool to monitor implementation of Turn and Talks and Academic Monitoring. To further build upon this foundation, we have added the components of rigor to the tool.
Show Call: This PD topic was launched during the January 2023 retreat, providing an additional discourse strategy to teachers, which focuses on helping students see an exemplar model and another example that is “almost there” to determine the gaps and areas of improvement in their own work. We continue to coach teachers on using Show Call during the current school year.

Academic Monitoring: Staff focused on this strategy of actively monitoring students working in an effort to capture their progress in learning later in semester 2 of the 2022-23 school year. We deepened our work with Academic Monitoring in the 2023-24 school year and are continuing to track our teachers’ academic monitoring this school year.

Student Work Analysis: We continue to participate in SWA sessions. Teachers are practicing using the Relay protocol for Student Work Analysis in order to determine the best re-teaching strategies to achieve improved outcomes from students. This is an ongoing process for us. In the 2023-24 school year we attempted to track our students’ progress by using an SWA tracker for each grade level. In 2024-25, we implemented SWA in departments and in individual coaching, and we added a differentiated PD course on SWA for teachers who wanted to build that skill. During the 2025-26 school year we are continuing this practice.
Differentiated PD Series: Last year, 2024-25, we created 4 unique “courses” for teachers to take during each semester of the school year. Teacher experts are offering: Student Work Analysis, Reading Annotation Strategies and Pre-Writing, Using the Academic Writing Guide (based on ERWC skills), and Rubrics and Grading. Teachers and TA’s selected their course and then attended 4 sessions in Semester 1. In Semester 2, they are took their second course, thus building their skills in teaching literacy strategies, writing, grading, and analyzing student work. This year, 2025-26 we continued the Differentiated PD series, providing paragraph writing, OPTIC annotation, Socratic Seminar, use of AI, Facing History and Academic Monitoring as the offerings.
Strategies to Support our Emergent Bilingual Students: Each year we use the curated PD sessions provided by Green Dot, but we also tailor them to align with our PD plan.

Key Learnings: Instruction and Professional Development:
Regarding our Professional Development, we synthesize our key learnings over the last three years into one statement: teachers put into practice what they are being taught. The “stickiness” of professional development depends on the amount of time we invest in it, the opportunities for practice, and the ability to measure our success. When we measure it, they do it. When we reinforce the strategy or technique, they remember to use it. When we see swaths of teachers using the same strategies, we see the impact on student performance. This is why we cycle back to important strategies and techniques and try to structure our PD in units.

Dashboard School Wide Math: The school wide Dashboard Math Indicator color is Yellow, which is the same color as the State.

We beat the LCAP year 2 target for proficiency in Math, but we have a ways to go in order to meet our overall goal of matching or beating the state in Math. Because we implemented the following action steps, we were able to have just under 25% of our students meeting or exceeding the standard in the 2024-25 school year.
Action Steps we added last year to address the need to improve our data:
Staffing: In the last school year we had to reduce our bilingual aide position from three to two due to funding constraints. We were strategic in putting our bilingual aide in our Algebra 2 and Algebra 1 classes with our newcomer cohort. Our three math teachers have a goal of pushing our newcomers to use more English in semester 2.
Curriculum Supports: Illustrative Math 360 provides a Spanish version of the Algebra 1 Curriculum. Our teachers use it as a resource to support their newcomers in class.

Math Language Routines: Our IM curriculum has embedded language supports such as 3-Reads and Stronger and Clearer each time. Our math department met two times in differentiated PD sessions to explore using 3-Reads more consistently to unpack math word problems.
Professional Development: Our population of English Learners has shifted to a larger group of Newcomers than Long Term English Learners. Our integrated PD for the staff focuses on how to support our students with reading and writing within the context of their departments.
Differentiated PD Sessions: We incorporated Differentiated PD sessions into our PD plan this year with an emphasis on building notetaking, writing and reading annotation for teachers who need to develop that skill. In Semester 1 we facilitated the OPTICS PD session for math and science teachers to learn how to teach students to annotate and analyze visuals, such as data tables, graphs, images, etc. in math and science classes. We also added a notetaking PD course for teachers to learn how to chunk their input, provide “chewing” time for students to process information through writing and discourse, and check students’ understanding at each chunk. These routines will support math and science teachers as they work to engage and support more students.

The department has two new areas of focus:
Sustained independent practice of grade level material with teacher academic monitoring to give constant support: This way, students are being exposed to the level of rigor they need to be every class period. Our math teachers are strong at having students collaborate, but the SBAC is an individual assessment. We need to build student skills to tackle hard tasks, knowing that they will be getting plenty of teacher support as they engage in productive struggle. We want all students to know where they stand on the grade level material daily, through frequent precise feedback on their work. We need to focus on providing more “in the moment” feedback, as they are working, so that students are encouraged to take academic risks, to try, to fail, and ultimately to learn.
Mastery of grade level standards with multiple opportunities to demonstrate mastery: The math teachers are giving all their summative assessments on our new assessment platform, Pear Assessment. This platform helps the teacher clearly see which grade level standards students are mastering. Every quarter the teachers analyze their summative assessments as a department or with an administrator. We want our teachers to reteach over their next unit and then reassess students, so at least 80% of our students are proficient in each grade level standard. The SBAC assesses grade level standards, so we need to make sure all students are mastering their grade level standards, not just discrete math skills.

Dashboard School Wide English Learner Progress - The schoolwide Dashboard ELPI color is Orange, as compared to the state’s Yellow.
ELA DFS EL:
There are many factors that contribute to the academic challenges for our EB students, including being new to the country and having to learn a new language, along with learning rigorous academic content. In recent years, we have experienced an increase in newcomers, but

these students have demonstrated great resilience and commitment to learning and developing their academic skills. For our English Learners, who we call Emerging Bilinguals, we are very close to meeting the state average. We are 3.2 points below the state average. EB student performance remains an area of underperformance, but we are moving in the right direction. We exceeded the state with our 2 other significant subgroups.

Below are the new, continuing, or enhanced systems, procedures, and/or programs the school has in place this year to improve student outcomes in the identified area(s) of need:
New -
Green Dot Support: We have increased support from the Education Team at Green Dot via regular PD sessions and individual check-ins and group meetings led by the Emerging Bilingual Curriculum Specialist and EB Administrator for all teachers of Designated EB courses. New Staffing of our Designated EB courses: One of our veteran English teachers took on two of our designated courses for this school year.
Continuing -
Regular DELAC meetings, facilitated by our EB lead and AP over EBs to share progress of EB students with parents and families and to recognize growth and achievement of our EB students.
Special EB graduation recognition with EB teachers, Admin and parents, including awards, graduation stoles, etc.
Although funding cuts required us to lose one EB aide, we use our 2 remaining EB aides very intentionally, designating their support in areas of greatest need
Ongoing professional development (PD) that specifically addresses strategies to support English Language Learners 3x a year in our PD plan
Designated EB teachers and EB lead teacher attend regular EB PD sessions offered by Green Dot Education Team 2x a year
Designated EB support classes in grades 9-11
Differentiated PD sessions for instructional aides, including our Sped and EB aides
Inclusion of all instructional aides in all instructional PD sessions
Enhanced Systems, procedures, and/or programs -
Intentional co-teaching of 11th grade ELA course by a team of two teachers, our English 11 teacher and our Designated EB teacher for 11th grade
EB aide in our 11th grade US History EB course
More intentional ELPAC preparation in Designated EB classes and sections
Infusing DELAC meetings with more recognition of growth and celebration with parents

Math DFS Subgroups: Similar to our “All Students” category, we underperformed compared to the state for DFS in math for our EL subgroup, Socioeconomically Disadvantaged students, and Hispanic subgroup. Our Socioeconomically disadvantaged students and Hispanic students have similar DFS scores to our “All Students” data. Last year 97% of our juniors fell in the socioeconomically disadvantaged subgroup and in the Hispanic subgroup. Our support for those two subgroups are outlined above in our “All Student” interventions.
Our EL population needs the most specialized support as it represents 13% of our student population. We do celebrate that we were able to increase our DFS by 32 points, but we recognize that we need to do more.
Continuing and Enhanced Systems, procedures, and/or programs:
Professional Development: Our population of English Learners has shifted to a larger group of Newcomers than Long Term English Learners. Our integrated PD for the staff focuses on how to support our students with reading and writing within the context of their departments.

Differentiated PD Sessions: We incorporated Differentiated PD sessions into our PD plan this year with an emphasis on building notetaking, writing and reading annotation for teachers who need to develop that skill. In Semester 1 we facilitated the OPTICS PD session for math and science teachers to learn how to teach students to annotate and analyze visuals, such as data tables, graphs, images, etc. in math and science classes. We also added a notetaking PD course for teachers to learn how to chunk their input, provide “chewing” time for students to process information through writing and discourse, and check students’ understanding at each chunk. These routines will support math and science teachers as they work to engage and support more students.
Math Language Routines: Our IM curriculum has embedded language supports such as 3-Reads and Stronger and Clearer each time. Our math department met two times in differentiated PD sessions to explore using 3-Reads more consistently to unpack math word problems.

Dashboard: College Readiness: Our score on the California Dashboard is green, with 68.8% prepared. Our graduation rate is Blue, with 96.4% graduation rate. We will continue to work on maintaining our high A-G rate (which is currently 97%), and we will continue to work on ensuring that we provide students with as many AP course options as possible and continue to provide access to college courses. We are adding a dual enrollment program to our overall matrix in the 2026-27 school year.

Dashboard: Suspension rate: Our score on the California Dashboard is blue, with 0% suspended. We will continue to align our discipline matrix with our restorative practices continuum, to ensure that our students remain in school, despite infractions on the Tier 2 and 3 level.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	SAC: Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students. ILT: Our department chairs and other instructional leaders participate in our Instructional Leadership Team, collaborating to make sound instructional and academic decisions to support student progress.
Principals	SAC:Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals.

Educational Partner(s)	Process for Engagement
	DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students. Coffee with the Principal: During Coffee with the Principal, our Parent Coordinator plans and facilitates our monthly meeting with parents to discuss current issues, engage in mutual learning and community building, and review data and upcoming events. The principal also provides time for parents to ask questions and raise concerns. We also visit classrooms and share insights about what we observed the teachers and students doing in classrooms.
Administrators	SAC: Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students. Coffee with the Principal: During Coffee with the Principal, our Parent Coordinator plans and facilitates our monthly meeting with parents to discuss current issues, engage in mutual learning and community building, and review data and upcoming events. The principal also provides time for parents to ask questions and raise concerns. We also visit classrooms and share insights about what we observed the teachers and students doing in classrooms.

Educational Partner(s)	Process for Engagement
Other School Personnel	SAC: Other school personnel, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students. Coffee with the Principal:During Coffee with the Principal, our Parent Coordinator plans and facilitates our monthly meeting with parents to discuss current issues, engage in mutual learning and community building, and review data and upcoming events. The principal also provides time for parents to ask questions and raise concerns. We also visit classrooms and share insights about what we observed the teachers and students doing in classrooms.
Parents	SAC:Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students.

Educational Partner(s)	Process for Engagement
	Coffee with the Principal:During Coffee with the Principal, our Parent Coordinator plans and facilitates our monthly meeting with parents to discuss current issues, engage in mutual learning and community building, and review data and upcoming events. The principal also provides time for parents to ask questions and raise concerns. We also visit classrooms and share insights about what we observed the teachers and students doing in classrooms.
Students	SAC:Teachers and Classified Staff, as well as students and parents participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. DELAC: Our Admin. in charge of EB's, parents, students, Teachers and TA's of Emerging Bilingual (EB) students participate in 5 DELAC meetings per year to discuss progress of our EB students, student data, coursework and strategies. We also discuss reclassification, ELPAC preparation, etc. We also celebrate successes of our EB students
SELPA	Our SELPA is provided our LCAPs early in our process for review and feedback to ensure that we are providing the proper support, documentation, and explanation of the supports we provide our Students with Disabilities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Teachers and Classified Staff, as well as students and parents, participate in our School Advisory Council (SAC). Each year we hold several meetings to review the LCAP structure, the 8 Priorities, the goals and the prior school year's action steps to meet those goals. We also review LCAP data, based on the Dashboard. We make recommendations to the administration for additional next steps to meet the following year's goals. During DELAC and Coffee with the Principal we also review LCAP data and progress towards our goals. School leaders receive parent, student, teacher and classified staff input on steps being made to achieve our LCAP goals. We align our entire PD plan to address the LCAP goals and we align WASC goals and Green Dot initiatives to also meet LCAP goals. This makes the entire process of strategic planning and working towards long and short term goals more doable and realistic, as well as helping us maintain our transparency with all stakeholders.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Basic Services by: • Maintaining the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching • Providing students will have access to and be enrolled in a broad course of study (i.e., science, social science, VAPA, PE for high school students), and have access to standards-aligned instructional materials and the educational program as outlined in the school's charter petition • Maintaining school facilities are maintained in good repair	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To provide and maintain Basic Services for students and schools.
To ensure students have access to a broad course of study and pupil outcomes are measured in applicable subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1a Credentialed Teachers: 100% of teachers will be appropriately credentialed in the subject areas and for the pupils they are teaching. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1b Broad Course of Study: 100% of students will have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school's charter petition. Data Source: Internal Data	All: 100% Source: Internal Data (2023-24)	100% Source: Internal Data Year: 2024-25	100% Source: Internal Data Year: 2025-26	100%	0%
1.3	1c Facilities: School facilities are in good or exemplar repair as measured by the Facility Inspection Tool (FIT). Data Source: Facility Inspection Tool (FIT)	All: 100% Source: Facility Inspection Tool (2022-23)	100% Source: Facility Inspection Tool Year: 2024-25	100% Source: Facility Inspection Tool Year: 2025-26	90%	0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
Maintained credentialed teachers--AJR met this goal with 100% performance rate. All our teachers are credentialed.

Access to standards aligned materials--AJR met this goal with 100% performance rate, as all of our teachers in our core classes use standards-based curriculum and materials.

Access to the educational program--at AJR 100% of our courses are in the high school course catalog. All our students have access to the educational program as outlined in our charter petition. Participation in PE, VAPA and other electives offered--AJR met this goal with 100% performance rate. All our students take at least one visual and performing arts elective class, as well as Physical Education.

Keeping facilities in good repair--AJR met this goal with 100% performance rate. Our facilities are in good repair.

Our school did not have to make any substantive differences to our planned actions. This implementation supported us in meeting all our metrics outcome goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between planned expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The steps AJR took to meet Goal 1 were effective. By following the systems we have in place for personnel hiring, reviewing and maintaining high standards in curricular offerings, and maintaining expectations for all students to enroll in A-G courses and pass them with a C or better, we were able to meet these goals at 100%. We also worked closely with LAUSD to keep our facilities in good working order and to address any needs that arose.

With regards to Goal 1, we are not intending to make any changes to our programs and supports to meet this goal. We are experiencing success in these areas and intend to continue our work in order to maintain our 100% success rate.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 1.2 Academic - Curriculum Design: Updated the action to a non-contributing action following closer review of the description and LCAP instructions
- 1.3 Academic - Master Scheduling & Staffing: Added language regarding services and support block time for English Learners and Students with Disabilities

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Credentialing:	Human Resources:	$136,149.98	No

Action #	Title	Description	Total Funds	Contributing
		• The principal reviews teacher, counselor and administrator credentials during the master scheduling process and throughout the year to ensure all credentials are properly maintained. The principal collaborates with the Green Dot Human Resources Team to for mid- year hires and/or course changes for teachers throughout the year. • Green Dot implemented a system to maintain the employee lifecycle process (HRIS) $772.45 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 1: 1a		
1.2	Academic - Curriculum Design:	• Grade level - standards aligned curriculum has been adopted district-wide for grades 9-12 in English and Math. • All students have access to published standards-aligned curricular materials. Additional curricular resources may be available online and includes sample unit plans, lesson plans and summative assessments • Professional Development is provided to all teachers and administrators on the effective use of aligned curricular materials. • Textbooks and classroom materials are tracked using an online system to ensure access for all students • Students have access to technology and electronic materials which support student-aligned curriculum $31,483.29 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 1: 1a	$844,957.03	No
1.3	Academic - Master Scheduling & Staffing:	• Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year • The master schedule reflects an emphasis on high school ready and A- G courses that are supported with Common Core and Next Generation Science Standard curriculum and provides appropriate interventions for ELA and Math	$518,424.06	Yes

Action #	Title	Description	Total Funds	Contributing
		• Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, additional support for core classes, and dsignated support time for English Learners and Students with Disabilities • The school will be appropriately staffed to implement the school master schedule, including elective courses. $26,171.42 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 1: 1a		
1.4	Facility Inspections:	• Regular facility inspections and audits will be conducted by Green Dot Operations and Facilities staff • School maintenance and repairs will be provided by Green Dot Operations staff and external vendors • Actions/services include expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities • School buildings will be supplied with sufficient furniture, utilities, and developments in order to support a safe and effective learning environment, including upgrades to infrastructure which support student use of educational technology	$744,923.08	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Proficiency for All: • Increase the percent of students scoring Met Standard and above on SBAC ELA, SBAC Math and CAST assessments annually or outperform the district average. • Increase percent of EL students who reclassify as Fully English Proficient. • Increase percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency. Assessments for California (“ELPAC”) annual assessment. • Increase or maintain growth on CORE ELA and Math "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To increase the percent of students who score Met Standard and above on the SBAC and CAST assessments.
To increase the percent of English Learners who achieve full English language proficiency.
To increase the percent of English Learners who make progress towards English proficiency.
To increase student growth percentile on the CORE assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2a SBAC ELA: Increase percentage of students scoring Proficient and above on SBAC ELA assessment by 3	All Students: 55.1% Low Income: 54.55% African American: <30 Latinx: 57% English Learners: <30	All Students: 55.5% SED: 53.1%	All Students: 64.4% SED: 63.9%	All Students: 64.10% Low Income: 63.55% Latinx: 66.25%	All Students: +9.3% SED: +9.35% African American: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	Long Term EL: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: No Data Source: CAASPP (2022-23)	African American: Less than 30 students LatinX: 56.9% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available Source: CAASPP Year: 2023-24	African American: Less than 30 students LatinX: 64.6% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available Source: CAASPP Year: 2024-25		LatinX: +7.6% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.2	2b SBAC Math: Increase percentage of students scoring Proficient and above on SBAC Math assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	All Students: 20.41% Low Income: 19.58% African American: <30 Latinx: 22% English Learners: <30 Long Term EL: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: No Data Source: CAASPP (2022-23)	All Students: 16.1% SED: 16.4% African American: Less than 30 students LatinX: 17.9% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available	All Students: 24.8% SED: 25.0% African American: Less than 30 students LatinX: 25.0% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster Youth: No Data Available	All Students: 29.41% Low Income: 28.58% Latinx: 31.14%	All Students: +4.39% SED: +5.42% African American: No Data LatinX: +3.0% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: CAASPP Year: 2023-24	Source: CAASPP Year: 2024-25		
2.3	2c CAST (Science): Increase percentage of students scoring Proficient and above on CAST (Science) assessment by 3 percentage points per year or to be at/above 2022-23 local district rate for student group. Data Source: CAASPP	All Students: 20.55% Low Income: 19.72% African American: <30 Latinx: 23% English Learners: <30 Long Term EL: <30 Students With Disabilities: <30 Homeless: <30 Foster Youth: No Data Source: CAASPP (2022-23)	All Students: 22.5% SED: 22.5% African American: Less than 30 students LatinX: 25% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster Youth: No Data Available Source: CAASPP Year: 2023-24	All Students: 26.5% SED: 26.0% African American: Less than 30 students LatinX: 26.4% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster Youth: No Data Available Source: CAASPP Year: 2024-25	All Students: 29.55% Low Income: 28.72% Latinx: 31.90%	All Students: +5.95% SED: +6.28% African American: No Data LatinX: +3.4% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.4	2d EL Reclassification: Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) by 3 percentage points per year or to be at/above 2020-21 local district rate. Data Source: Internal Data	All Students: 22% Source: Internal Data (2022-23)	English Learners: 22% Source: Internal Data Year: 2023-24	English Learners: 34% Source: Internal Data Year: 2023-24	All Students: 31.00%	English Learners: +12%
2.5	2e ELPI Levels: Increase the percent of students	All Students: 48%	English Learners: 38.8%	English Learners: 64.3%	All Students: 57.00%	English Learners: +16.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 3 percentage points per year or be at/above 2022-23 local district ELPI rate. Data Source: California School Dashboard	Source: CA School Dashboard (2022-23)	LTEL: 42.6% Source: CA School Dashboard Year: 2023-24	LTEL: 68.8% Source: CA School Dashboard Year: 2024-25		LTEL: +20.8%
2.6	2f CORE SGP ELA: Increase the CORE student growth percentile (SGP) in ELA to be at or above 50% Data Source: CORE	All Students: 99% Low Income: 99% African American: No Data Latinx: 99% English Learners: No Data Long Term EL: No Data Students with Disabilities: No Data Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	All Students: 97% SED: 97% African American: No Data Available LatinX: 98% English Learner: No Data Available LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2023-24	All Students: 94.8% SED: 94.5% African American: No Data Available LatinX: 92.9% English Learner: 72.9% LTEL: No Data Available SWD: 86.2% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2024-25	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% Students with Disabilities: 50% Foster Youth: N/A	All Students: -4.2% SED: -4.5% African American: No Data LatinX: -6.1% English Learners: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data
2.7	2g CORE SGP Math: Increase the CORE student growth percentile (SGP) in Math to be at or above 50% Data Source: CORE	All Students: 100% Low Income: 100% African American: No Data Latinx: 100% English Learners: 100% Long Term EL: No Data	All Students: 90% SED: 90% African American: No Data Available LatinX: 91% English Learner: No Data Available	All Students: 76.1% SED: 78.5% African American: No Data Available LatinX: 78.2% English Learner: 63.2%	All Students: 50% Low Income: 50% African American: 50% Latinx: 50% English Learner: 50%	All Students: -23.9% SED: -21.5% African American: No Data LatinX: -21.8% English Learners: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: No Data Homeless: No Data Foster Youth: No Data Source: CORE (2022-23)	LTEL: No Data Available SWD: Less than 30 students Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2023-24	LTEL: No Data Available SWD: 99.7% Homeless: No Data Available Foster Youth: No Data Available Source: CORE Year: 2024-25	Students with Disabilities: 50% Foster Youth: N/A	LTEL: No Data SWD: No Data Homeless: No Data Foster: No Data

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
This is the most challenging goal to meet in the LCAP, but we have remained diligent and persistent in our efforts to meet all the criteria of this goal. Prior to the pandemic, the ELA pass rate was 52% and the Math pass rate was 24%. Since returning to in person learning, the 21-22 pass rates remained within range of the prior years but we realize we need to make gains. In the 2022-23 school year, our ELA pass rate was 55% (3% increase) and the Math pass rate was 21% (1% decline). During the 2022-23 year, we made significant growth in our reclassification rate, from a 8% passage rate to a 22% reclassification rate, reflecting a growth of 14%. In the 2023-24 year we saw our SBAC ELA performance level off at 55%, while our Math pass rate declined to 15%, which was extremely disheartening. We also saw our ELPI rate decline, and we focused on increasing the scores of our EB students even more so in 2024-25. Last year we increased our overall performance on SBAC in all areas. We achieved a pass rate of 65% in ELA and 25% in math. Our ELPI rate improved to 64.3% in 2025,, an increase of 25.5% from 2024 and, although still not where we want them, our EB pass rates on SBAC also improved.

We remain committed to supporting our students as they recover from the Distance Learning experience and the difficult return experience of the last few years. It is critical that we continue the work we have done in terms of intentional, well-planned and aligned professional development for teachers in the areas of standards-based instruction and addressing the needs of EB (formerly ELL) students and students with special needs. We must also be diligent in supporting teachers in the implementation of our new curricula and in supporting our new teachers. We must also strategically plan and implement plans to support students directly, as they prepare for the SBAC ELA and especially Math, as well as the CAST exam. We must put intentional work into all academic areas and in the area of motivation and persistence. We need to continue to focus our efforts on supporting our students and teachers as they prepare for these high stakes tests, while we simultaneously focus on their physical and mental health.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between planned expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall Effectiveness:
Increase SBAC proficiency (ELA and Math)--At AJR we are focusing on meeting this goal this year. Although we met our LCAP ELA goal in the 2022-23 and 2023-24 school years, we did not meet our LCAP goal of increasing the percentage of students who score meet/exceeded in Math. Also, we met the component of our LCAP goal that calls for us to outperform the district average. For Math we met the district average of 20% and outperformed our local schools by at least 8%. The district average for English was 49%, and the district average for Math was 20%. We outperformed the District in the English passing rate by 6% and we outperformed our local schools by at least 5%. In 2023-24, we exceeded the math district average of 14% and outperformed our local schools by at least 5%. The 2023-24 district average for English was 54%, and the district average for Math was 14%. We outperformed the District in the English passing rate by 2% and we outperformed our local schools by at least 5% However, we understand that despite these successes, improving our overall and subgroup SBAC performance in both ELA and Math continues to be an identified area of need for us. Our performance in relation to the state is hopeful in ELA but we have work to do in Math. In the 2022-23 school year we outperformed the state of California in terms of distance from standard in ELA. The state performed at -13.6 distance from standard and we performed at 8.9 distance from standard. In Math the state distance from standard was -49.1 and our distance from standard was -87.9. In the 2023-24 school year we outperformed the state of California in terms of distance from standard in ELA. The state performed at -13.2 distance from standard and we performed at 2.6 distance from standard. In Math the state distance from standard was -47.6 and our distance from standard was -117.7. In the 2024-25 school year we outperformed the state of California in terms of distance from standard. We performed 22.8 points above standard (an increase of 19.8 points) compared to the state's 8.1 points below standard (an increase of 5.1 points). In math we performed 85.3 points below standard (an increase of 32.4 points) to the state's[MA1] 42.4 points below standard (an increase of 5.2 points) as we achieved greater growth in DFS. Regarding SBAC proficiency, in ELA 64.43% of our students met or exceeded standard, and 24.83% met or exceeded standard in math in comparison to the state's 48.82% in ELA and 37.3% in math respectively. We recognize the need to continue prioritizing our efforts in math as we support students

Increase CAST proficiency--In 2018-19 23% of our students met standard and 1% exceeded standard. On average compared to the state of California that year that had 20.54% meets standard, we outperformed the state average. Additionally, the state had 18% of students not meet standard, and we had 15% of students not meet standard. In 2022-23, 21% of our students met standard or exceeded standard. In 2023-24, 23% of our students met or exceeded standard. In 2024-25 26.49% of our students met or exceeded standard, an increase of 3.49% from 2023-24. Our science teachers are continuing to help students better understand the concepts in science through the Open Sci Ed curriculum, and juniors are preparing for the upcoming exam this Spring. I am hopeful that we will be able to improve, since we have a full science faculty this year.

Increase EL proficiency on ELPAC--this will remain an important goal for us at AJR, since the test is fairly new and challenging for our students. In the Spring of 2021 it was extremely challenging to administer this exam with the students who were still in Distance Learning. We had trouble helping them prepare for this test, determining which students could come to school to take the test in person and then administering the test online to those students who were not able to come in person. I assume that our significant decrease in scores is a

direct result of these significant challenges. In the 2022-23 school year, our ELD team was able to do more prep in their classes. Students analyzed their previous year ELPAC scores to set goals for themselves. The teachers used release material to review the writing and reading sections, two of our lower performing bands. In the 2023-24 school year we have continued this practice, and we have added one more EB paraprofessional to assist teachers in supporting our growing newcomer EB student population. In the 2024-25 school year, our students achieved 27.12% Proficient (an increase of 15.69% from. 2023-24, 11.43% Proficient.

Reclassify EL students--due to the switch from CELDT to ELPAC, AJR experienced a significant decrease in our reclassification rates in 2018-2019. We dipped from 26% to 9%. We then decreased even further in the 2020-21 school year to 8%. In 2022-23 we were able to bounce back and increase our reclassification numbers to 22% passing. In 2024-25 we maintained a reclassification number at 22% passing. In future years, as students adjust to the demands of the new ELPAC test and as we recover from the learning loss of the pandemic, I am certain our numbers will jump back up.

One new indicator of our ELs is the ELPI, which measures growth on the ELPAC exam. In the 2022-23 school year 47.8% of our students were making progress towards English language proficiency, which is a slight decrease from the previous year. We shared this data with our students and had one-on-one conversations with students who did not grow or decreased last year. In the 2023-24 school year, 38.8% of our students were making progress towards English language proficiency. In 2024-25 our students grew by 25.5 percentage points to 64.3%. We hope to increase this indicator with each coming year, especially now that we have more newcomers enrolling in our school.

Increase or maintain CORE SGP (ELA and Math)--At AJR in 2018-19 we scored 81% on our CORE SGP for Math and 79% on our CORE SGP for English. This represents a dip in our scores from the year prior, where we were 99% for math and 89% for English. This performance correlates with our dip in SBAC performance. In 2022-23, we jumped back up to CORE SGP of 99% in ELA and 100% in Math. In 2023-24 our SGP data in ELA was 97% and 90% in Math. Our latest data for 2024-25 SGP data in ELA was 95% and 76% in Math. This data shows that we dropped slightly in performance on SGP, but we are still doing well in terms of reestablishing rigor at our school. Our goal is to increase our SBAC scores and maintain our CORE SGP in the coming years.

As we've explained above regarding our metric outcomes, the actions we have in place are effective and we are working to perfect implementation for continued outcome growth in the future.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 2.1 Curriculum, Resources and Materials to Support Student Subgroups: Added language regarding professional development focused on English Learners and Socioeconomically Disadvantaged students

- 2.2 Support for EL Students: Added language regarding curriculum and technology assessments used to support English Learners
- 2.5 Professional Development: Added language regarding professional development focused on supporting English Learners and Students with Disabilities
- 2.8 Credit Recovery: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Curriculum, Resources and Materials to Support Student Subgroups: • ELA and Math intervention courses are offered at the 9th – 12th grade levels to ensure students below grade level have tiered support • Math teachers use Illustrative Mathematics for the core curriculum and Ready Common Core or i-Ready Classroom for their intervention curriculum. • Green Dot ELA teachers use MyPerspectives for the core curriculum and Read180, System44, and English 3D for their intervention curriculum • Professional development to provide specialized support for most at need students such as our English Learners and Socioeconomically Disadvantaged students. $41,849.56 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$784,729.06	Yes
2.2	Support for EL Students:	• Appropriate Designated ELD courses are offered based on student needs • Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and hard copy for all teachers and administrators • Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and	$354,392.61	Yes

Action #	Title	Description	Total Funds	Contributing
		meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. • EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement. All teachers are trained in how to develop a language objective and support the language needs of students in an integrated classroom setting. • Student performance in ELA classes, D/F Data, attendance, Lexile growth and ELPAC data are monitored to ensure EL progress and appropriate programming. The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons. The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data. In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided. The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 12 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum,		

Action #	Title	Description	Total Funds	Contributing
		assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed. Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching. A universal screener assessment is given three times per year to provide additional data on student growth. The NWEA MAP assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support. $13,198.57 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
2.3	Special Education:	Students with Disabilities: • Students that have an Individualized Education Plan will receive educational services in the Least Restrictive environment. • In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model. • The leadership team works with Administrators , teachers, office staff, school psychologist, counselors, special ed. Aides, nurses, speech pathologist, adaptive PE providers, transition support staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities. • The master schedule is carefully reviewed and reflects the needs of the special education population and class offerings, and	$1,829,970.58	No

Action #	Title	Description	Total Funds	Contributing
		program models (i.e., co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction • The LEA has a Special Education Program Administrator and an Administrator over Special Education who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services. • Additionally, the team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports. • Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general $514.96 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g ed. colleagues.		
2.4	High Achieving Students:	• Eligible students are automatically enrolled in AP courses based on data and the Master Schedule is built to include a variety of AP course offerings. The school offers Dual Enrollment opportunities in collaboration with local Community Colleges to provide college - level courses to students. $1,287 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$42,062.60	No
2.5	Professional Development	• Teachers participate in one professional development session and one collaboration session per week	$227,138.97	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional development focuses on the process of Intellectual Preparation so that teachers are planning effectively with aligned curriculum and the Common Core or Next Generation Science standards. • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies to lead their department in planning and student work analysis protocols • Professional development is provided to teachers around identifying English Learner students utilizing the CA ELD Standards in Integrated ELD, their Special Education students, and using accommodations and modifications to ensure that students receive appropriate support. • Professional development emphasizes the need to provide tiered interventions to support student success and is data driven utilizing universal math and literacy screeners. $9,914.81 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
2.6	Interim Assessments:	• Green Dot interim assessments are unit- embedded assessments in the adopted core curriculum for ELA Math and Science. • Green Dot interim assessments are aligned to the Common Core content standards or Next Generation Science Standards to expose students to the structure and format of the CAASPP. • Schools are provided with additional assessment resources that can be used to prepare students including data analysis protocols and best practices for testing environments. • Student assessment results are analyzed to determine which interventions to implement using the MTSS framework and to support re-teaching opportunities in the classroom.	$186,686.76	No
2.7	Test Preparation	• Schools utilize the online test preparation resources available through the California Department of Education including the	$226,663.34	No

Action #	Title	Description	Total Funds	Contributing
		Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) along with other curriculum supplements from adopted curriculum to support students for assessment. Ed team curated resources are available by grade level and content area to support pacing and preparation for Assessments. $12,168.64 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
2.8	Credit Recovery:	• ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs. • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma. • School has two counselors who provide academic and college counseling. • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress. • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit • Counselors receive professional development and coaching from Counselor Support Specialist as needed $11,427.95 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$270,872.93	No

Action #	Title	Description	Total Funds	Contributing
2.9	Support for Long Term English Learners	The school analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the school matrix providing students with designated supports. LTELs are currently provided with Designated ELD courses that incorporate LTEL specific strategies for active engagement, writing scaffolds, academic vocabulary building, and ample practice for oral communication. In addition to Designated ELD, LTELs receive explicit language & literacy Instruction through Integrated courses across all content areas. All integrated classes embed vocabulary development and grammatical structures required to access subject matter content. Lessons are designed around ELD standards-based language objectives. Subject matter content is taught alongside reading and writing skills so LTELs are using language to meaningfully engage with the academic content. Professional Development is provided to all staff with three dedicated sessions to Integrated ELD PD. These are designed to ensure that all teachers know the proficiency levels their Emergent Bilinguals, what students can do at each level and what scaffolds/accommodations can support them. The professional development also provides time and support for teachers to access their EB data on the Ellevation platform and learn strategies that can be differentiated to support EBs at every level and understand the different types of English learners including Newcomer, SLIFE, LTEL, RFEP, as well as characteristics of each. While LTELs are enrolled in designated ELD classes, they are also placed into heterogenous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilities differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the school climate. These include, but are not limited to: • flexible grouping based on language and content proficiency, • incorporating opportunities for oral language practice • development utilizing culturally relevant curricular materials -providing space during the school day for reading for pleasure with access to a variety of age-appropriate books	$20,486.95	Yes

Action #	Title	Description	Total Funds	Contributing
		• utilizing technology as a tool for background and content knowledge to enhance access to the curriculum • creating a text-rich environment that emphasizes academic language At least 2x year, the progress of LTELs is monitored and all students with Ds and Fs are provided with Additional or Intensive supports based on a Multi- Tiered System of Supports. Instructional Coaches and ELD Coordinators provide ongoing coaching and professional development cycles to admin and teachers focused on research-based strategies and interventions that address the unique learning needs of LTELs. $772.45 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Prepared for college, leadership and life • Increase the percent of graduates that successfully complete A-G course requirements to greater than previous year or greater than 70% • Increase the percent of students earning passing scores (3 or above) on Advanced Placement ("AP") exams by 3% per year • Increase progress on California Dashboard College and Career Indicator • Maintain low cohort dropout rates at lower than previous year or less than 8% • Increase graduation rates to 85% or higher "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student's teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

To increase the percent of graduates that successfully complete A-G course requirements
To increase the percent of students scoring passing scores on AP exams
To increase progress on the CA College and Career Indicator
To maintain a low cohort dropout rate.
To increase graduation rates

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3a Cohort Dropout: Decrease the cohort dropout rate percent by	All Students: 6% Low Income: 5% African American: <30	All Students: 3.3% SED: 3.3%	All Students: 3.6% SED: 3.7%	All Students: 10.00%	All Students: -2.4% SED: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 percentage points per year, or to be below 10% Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	Latinx: 5% English Learners: <30 Long Term EL: No data Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	African American: Less than 30 students LatinX: 1.5% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	African American: Less than 30 students LatinX: 4.1% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	Low Income: 10.00% Latinx: 10.00%	African American: No Data LatinX: -0.9% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.2	3b Cohort Grad Rate: Increase cohort graduation rate by 3 percentage points per year, or to be at/above 85%. Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	All Students: 94% Low Income: 95% African American: <30 Latinx: 95% English Learners: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	All Students: 96.7% SED: 96.7% African American: Less than 30 students LatinX: 98.5% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students	All Students: 96.4% SED: 96.4% African American: Less than 30 students LatinX: 95.9% English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students	All Students: 85.00% Low Income: 85.00% Latinx: 85.00%	All Students: +2.4% SED: +1.4% African American: No Data LatinX: +0.9% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25		
3.3	3c A-G: Increase the percent of graduates who successfully meet UC/CSU course requirements by 3 percentage points per year or to be at/above 70%. Data Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data	All Students: 86% Low Income: 87% African American: <30 Latinx: 88% English Learners: <30 Long Term EL: No Data Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data (2022-23)	All Students: 87.2% SED: 87.1% African American: Less than 30 students LatinX: 86.7% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2023-24	All Students: 97.0% SED: 83.5% African American: Less than 30 students LatinX: 83.6% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: No Data Available Source: Adjusted Cohort Graduation Rate (ACGR) and Outcome data Year: 2024-25	All Students: 70.00% Low Income: 70.00% Latinx: 70.00%	All Students: +11.0% SED: -3.5% African American: No Data LatinX: -4.4% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.4	3d AP: Increase the percent of Advanced Placement (“AP”) passing scores (3 or above) earned by	All Students: 31% Low Income: 31% African American: <30 Latinx: 33% English Learners: <30	All Students: 31.5% SED: 32.2%	All Students: 34.5% SED: 34.5%	All Students: 40.00% Low Income: 40.00% Latinx: 42.00%	All Students: +3.5% SED: +3.5% African American: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students by 3 percentage points per year or to be at/above 70%. Data Source: College Board	Long Term EL: No Data Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CollegeBoard (2022-23)	African American: Less than 30 students LatinX: 32.7% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: No Data Available Data Source: College Board Year: 2023-24	African American: Less than 30 students LatinX: 35.5% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: No Data Available Data Source: College Board Year: 2024-25		LatinX: 2.5% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.5	3e Increase the percent of students considered ""prepared"" on the College/Career Indicator by 3 percentage points per year.Data Source: California School Dashboard	All Students: 46% Low Income: 46% African American: <30 Latinx: 48% English Learners: <30 Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CA School Dashboard (2022-23)	All Students: 46.4% SED: 46.1% African American: Less than 30 students LatinX: 48.9% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 68.8% SED: 68.6% African American: Less than 30 students LatinX: 72.4% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 55.00% Low Income: 55.00% Latinx: 57.00%	All Students: +22.8% SED: +22.6% African American: No Data LatinX: +24.4% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: California School Dashboard Year: 2023-24	Data Source: California School Dashboard Year: 2024-25		
3.6	3f CTE: The percentage of pupils who have successfully completed CTE courses from approved pathways by increasing by 3 percentage points from the 2022-23 school year (if the school offers the CTE program). Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report	All Students: No Data Low Income: No Data African American: No Data Latinx: No Data English Learners: No Data Long Term EL: No Data Homeless: No Data Foster Youth: No Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report (2022-23)	All Students: No Data Available SED: No Data Available African American: No Data Available LatinX: No Data Available English Learner: No Data Available LTEL: No Data Available SWD: No Data Available Homeless: No Data Available Foster: No Data Available Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2023-24	All Students: No Data Available SED: No Data Available African American: No Data Available LatinX: No Data Available English Learner: No Data Available LTEL: No Data Available SWD: No Data Available Homeless: No Data Available Foster: No Data Available Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2024-25	All Students: Data not currently available Low Income: Data not currently available African American: Data not currently available Latinx: Data not currently available English Learners: Data not currently available Long Term EL: Data not currently available Students with Disabilities: Data not currently available Homeless: Data not currently available	All Students: No Data SED: No Data African American: No Data LatinX: No Data English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.7	3g CTE & A-G: The percentage of pupils who have successfully completed both a-g and CTE courses by increasing by 3	All Students: 0% Low Income: 0% African American: <30 Latinx: 0% English Learners: <30 Long Term EL: No data	All Students: 0% SED: 0% African American: Less than 30 students LatinX: 0%	All Students: 0% SED: 0% African American: Less than 30 students LatinX: 0%	All Students: 9.00% Low Income: 9.00% Latinx: 9.00%	All Students: 0% SED: 0% African American: No Data LatinX: No Data English Learner: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points from the 2022-23 school year (if the school offers the CTE program).Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report	Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: Met UC/CSU Requirements and CTE Pathway Completion Report (2022-23)	English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2023-24	English Learner: Less than 30 students LTEL: Less than 30 students SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students Data Source: Met UC/CSU Requirements and CTE Pathway Completion Report Year: 2024-25		LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data
3.8	3h EAP: Pupils prepared for college by the Early Assessment Program (EAP) by increasing 3 percentage points from the 22-23 school year. Data Source: CAASPP	All Students: 51% Low Income: 48% African American: <30 Latinx: 46% English Learners: <30 Long Term EL: No Data Students with Disabilities: <30 Homeless: <30 Foster Youth: <30 Source: CAASPP (2022-23)	All Students: 58% SED: 57% African American: Less than 30 students LatinX: 59% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 63% SED: 63% African American: Less than 30 students LatinX: 64% English Learner: Less than 30 students LTEL: No Data Available SWD: Less than 30 students Homeless: Less than 30 students Foster: Less than 30 students	All Students: 59.74% Low Income: 56.79% Latinx: 55.32%	All Students: +5% SED: +15% African American: No Data LatinX: +18% English Learner: No Data LTEL: No Data SWD: No Data Homeless: No Data Foster Youth: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CAASPP Year: 2023-24	Data Source: CAASPP Year: 2024-25		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
In terms of Goal 3, AJR met nearly all the metrics of our goal. We have a strong graduation rate (between 95%-100% including all sub-groups), a strong A-G completion rate (between 85% - 91% including all sub-groups), and a low cohort dropout rate. Our cohort dropout rates consistently remain below 10%, our cohort graduation rates consistently remain above 85%, with a 2% increase from the prior year and our A-G rate increased 6%, doubling the target of 3% growth. In 2024-25, our cohort graduation rate was 96.4% while our dropout rate was 3.6%. 97% of our graduates met A-G completion for Class of 2025, a 10% increase from the Class of 2024 (87.2%), exceeding the target of 3% growth.

We have a robust set of AP course offerings as well, and we have recently added three new AP courses (AP Psychology and AP Drawing and AP Pre-Calculus). In 2023-24, our school was on the College Board AP Honor Roll as recipients of silver status - with 56% of our students experiencing at least one AP course before graduating, 32% of our students earning college credit by passing an AP exam with a score of 3 or better, and our college optimization is at gold level, with 13% of students taking a total of five or more APs in their high school career, and at least one of those AP classes in 9th or 10th grade. We are continuing our work with AP classes and exams this year and in the coming years.

As described above, we intend to implement all the necessary teaching strategies, programs, interventions and supports to increase our AP scores and to maintain the success we have achieved in A-G readiness, cohort graduation rates and low drop-out rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between planned expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall Effectiveness:
A-G completion--Our graduation rates have remained steady at over the 90% range for the last three years. In our 2023-24 school year, our graduation rate for all students was 94%. In the 2024-25 school year, our graduation rate for all students was 96.4%.

Our AP passing rate decreased significantly in the 2021-22 school year. In 2021-22 students' scores dropped from 84% passing rate to 31% passing rate. We attribute this drop to the challenges of both teaching and learning, as well as assessing online. In the 2022-23 school year our AP passing rates continued to be low. We had a 37% overall passing rate last year. In our 2023-24 school year, we are still in the same range, with a 31% passing rate. However, we had 83% of our testers pass the Spanish language exam and 100% of the students who completed the 2D art portfolio or the drawing portfolio, earned a passing AP score. In the 2024-25 school year our AP passing rate for all students was 31.6%. This is a continued challenge for us.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 3.1 Counseling: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling:	• Counselor Support Specialist provides coaching and professional development to counselors who provide academic and college readiness advising. • School support is based on enrollment which drives the number of counselors on each site with a minimum of one at a MS and 2 at a HS • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed	$502,996.04	No

Action #	Title	Description	Total Funds	Contributing
		• Students have individual meetings with their counselors to track promotion progress and develop plans towards meeting high school graduation and college application requirements • Schools have a Coordination of Services Team (COST) which includes an Administrator, school psychologist, and a clinical or mental health supervisor that coordinates counseling and social-emotional services for students. Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services by the COST team which may include internal services or referrals to external agencies $18,252.97 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g		
3.2	Parent Involvement:	• The school prioritized parent engagement and believes that parents are partners in the success of their students. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent Square has been adopted to increase communication about school events and opportunities for parents to engage with the school community. • Every school has a full -time Parent Coordinator who leads parent engagement including hosting parent workshops to educate parents on how to best support their students. • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator. $11,007 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$79,902.65	No

Action #	Title	Description	Total Funds	Contributing
3.3	Curriculum:	Curriculum: • Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • revised Placement process is data driven to ensure that all students who demonstrated academic readiness have access to AP courses. In addition to the data- driven placement, AP courses are open to all students. • Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress $3,862.24 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$176,333.15	No
3.4	Test Preparation:	• A data driven placement process was adopted to increase access to AP courses. In addition to the data- driven placement, AP courses are open to all students. • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CAASPP in ELA and Math will contribute to student college readiness scores used for the College and Career Indicator on the California School Dashboard $18,252.97 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics are tracked in Goal 2: 2a, 2b, 2f, and 2g	$408,700.84	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Focus on school culture: • School will maintain a high Average Daily Attendance (“ADA”) rate greater than 90% • School will decrease student chronic absenteeism rate by 3% per year or to a rate at or below 10% • School will decrease suspension rate by 3% per year or to a rate at or below 5% • School will maintain an expulsion rate of 0.5% or less "<30" Explanation: Federal and state regulations safeguard student privacy by stipulating that data cannot be reported for any student group comprising fewer than 30 students. Educational Partners are encouraged to communicate with their student’s teacher or school administrators for insights into student group performance.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To maintain a high attendance rate.
To maintain a low chronic absenteeism rate.
To decrease the number of pupil suspensions.
To decrease the number of pupil expulsions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4a ADA: Maintain a high Average Daily Attendance (“ADA”) at a rate greater than 90%.	All Students: 93% Low Income: 93% African American: 90% Latinx: 93% English Learners: 90% LTEL No Data	All Students: 93.6% SED: 93.5% African American: 90.3% LatinX: 93.9%	All Students: 93.8% SED: 93.8% African American: 90.6% LatinX: 94.1%	All Students: 90% Low Income: 90% African American: 90% Latinx: 90%	All Students: +0.8% SED: +0.8% African American: +0.6% LatinX: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System (SIS)	Students with Disabilities: 93% Homeless: 94% Foster Youth: <30 Source: Student Information System (SIS) (2022-23)	English Learner: 92.2% LTEL: Less than 30 students SWD: 93.9% Homeless: 93.8% Foster: Less than 30 students Source: Student Information System (SIS) Year: 2023-24	English Learner: 92.7% LTEL: Less than 30 students SWD: 93.1% Homeless: 91.7% Foster: 90.0% Source: Student Information System (SIS) Year: 2024-25	English Learners: 90% Long Term EL: 90% Students with Disabilities: 90% Homeless: 90% Foster Youth: 90%	English Learner: +2.7% LTEL: N/A Students with Disabilities: +0.1% Homeless: -2.3% Foster Youth: N/A
4.2	4b Chronic Absenteeism: Decrease student chronic absenteeism rate by 3 percentage points per year or to a rate at or below 10%. Data Source: DataQuest: Chronic Absenteeism Rate	All Students: 21% Low Income: 21% African American: 34% Latinx: 20% English Learners: 26% LTEL: No Data Students with Disabilities: 22% Homeless: 17% Foster Youth: No Data Source: Dataquest:Chronic Absenteeism Rate (2022-23)	All Students: 17.6% SED: 18% African American: Less than 30 students LatinX: 16.4% English Learner: 23.3% LTEL: Less than 30 students SWD: 14% Homeless: 21.5% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2023-24	All Students: 18.0% SED: 17.8% African American: 27.7% LatinX: 16.7% English Learner: 14.0% LTEL: Less than 30 students SWD: 17.5% Homeless: 13.8% Foster: Less than 30 students Source: DataQuest: Chronic Absenteeism Rate Year: 2024-25	All Students: 11.94% Low Income: 12.25% African American: 25.29% Latinx: 10.50% English Learners: 17.19% Long Term EL: 10.00% Students with Disabilities: 12.97% Homeless: 7.86% Foster Youth: 10.00%	All Students: -3.0% SED: -3.2% African American: +7.7% LatinX: -3.3% English Learner: -12.0% LTEL: N/A Students with Disabilities: -4.5% Homeless: -3.2% Foster Youth: N/A
4.3	4c Suspension Rate: Decrease suspension rate by 3 percentage	All Students: 0% Low Income: 0% African American: 0%	All Students: 0% SED: 0%	All Students: 0% SED: 0%	All Students: <5.00%	All Students: -0.3% SED: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	points per year or to a rate at or below 5%. Data Source: California School Dashboard: Suspension Rate Indicator	Latinx: 0% English Learners: 0% LTEL No Data Students with Disabilities: 0% Homeless: <30 Foster Youth: No Data Source: CA School Dashboard: Suspension Rate Indicator (2022-23)	African American: Less than 30 students LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2023-24	African American: Less than 30 students LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: CA School Dashboard: Suspension Rate Indicator Year: 2024-25	Low Income: <5.00% African American: <5.00% Latinx: <5.00% English Learner: <5.00% Long Term EL: <5.00% Students with Disabilities: <5.00% Homeless: <5.00% Foster Youth: <5.00%	African American: 0% LatinX: -0.3% English Learner: 0% LTEL: 0% Students with Disabilities: 0% Homeless: N/A Foster Youth: N/A
4.4	4d Expulsion Rate: Decrease expulsion rate by 2 percentage points per year or to a rate at or below 2%. Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate	All Students: 0% Low Income: 0% African American: 0% Latinx: 0% English Learners: 0% LTEL: No Data Students with Disabilities: 0% Homeless: <30 Foster Youth: No Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate (2022-23)	All Students: 0% SED: 0% African American: Less than 30 students LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest:	All Students: 0% SED: 0% African American: Less than 30 students LatinX: 0% English Learner: 0% LTEL: Less than 30 students SWD: 0% Homeless: Less than 30 students Foster: Less than 30 students Source: DataQuest:	All Students: <2% Low Income: <2% African American: <2% Latinx: <2% English Learners: <2% Long Term EL: <2% Students with Disabilities: <2% Homeless: <2% Foster Youth: <2%	All Students: -0.2% SED: -0.2% African American: 0% LatinX: -0.2% English Learner: 0% LTEL: N/A Students with Disabilities: 0% Homeless: N/A Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Suspension and Expulsion Data > Expulsion Rate Year: 2023-24	Suspension and Expulsion Data > Expulsion Rate Year: 2024-25		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
At AJR our school culture has been one of our strongest areas since our inception as a school. We performed above the state average in every criteria, except chronic absenteeism, which we attribute to Distance Learning during the pandemic and recovery when we returned to in-person learning. Although we are working to get back to our “normal” attendance rates for all students this year and in the years to come, we continue to see the effects of the pandemic on our students’ attendance and overall attitudes toward school. In 2024-25 our chronic absenteeism rate was 24.3%. Our goal is to reach 18% chronic absenteeism by the end of 2025-26 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between planned expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall Effectiveness:
In 2021-22 our overall ADA was 96% and our AA ADA average was 88%. Our EL ADA average was 94%, and our Students with Disabilities ADA average was 93%. In the 2022-23 school year our overall ADA was 93% and our AA ADA average was 90%. Our EL ADA average was 90% and our Students with Disabilities ADA average was 93%. In the 2023-24 school year our ADA was 93% for all students, and students with disabilities, and 90% for our African American students as well as our ELL students. In 2024-25, our ADA was 92.2%.
Decrease chronic absenteeism--In the 2020-21 school year AJR did not meet our goal of having 10% or less chronic absenteeism, except with Latinx and Homeless students, which were 9%. The chronic absenteeism rate increased to 11 for all and Latinx students, 35% for African American students, 16% for EL students and 19% for Students with Disabilities. We acknowledge that this increase was due to online learning and the pandemic. The 2021-22 school year indicates that we were still recovering from the stresses and strains of the pandemic. Our chronic absenteeism rates were: 11% for SED, 19% for SPED, 35% for AA and 9% for Latinx and 11% overall. We are working to make sure that our overall chronic absenteeism rate decreases back to 9% or lower and that each subgroup’s rate also decreases. In the 2022-23 school year our chronic absenteeism rates were: 21.3% for SED, 22% for SPED, 32% for AA and 19.5% for Latinx and 21% overall. We are working to make sure that our overall chronic absenteeism rate decreases to 10% or lower and that each subgroup’s rate also decreases. In the 2023-24 school year our chronic absenteeism rate was 17%, and we were able to decrease the CAB rate for all subgroups (2% decrease

for students with disabilities, from 22% to 20%, a 4% decrease for our ELs, from 26% to 22%, and a 3% reduction for our African American students from 32% to 29%). In 2024-25 our subgroup that decreased their CAB rate significantly was our EL group, which decreased from 33% to 21% chronically absent.
Decrease suspension rate--Our suspension rate in 2020-21 decreased from 2.2% to 0%, which met our goal. Our suspension rate in 2021-22 was also 0%. Our suspension rate in 2022-23 was 0.5%. In the 2023-24 school year, our suspension rate was 0%. In the 2024-25 school year, our suspension rate was 0%.
Maintaining a low expulsion rate--AJR met our goal of having an expulsion rate of less than 0.5%. During our 2020-21 school year, our expulsion rate was 0%. During the 2021-22 year our expulsion rate was 0%. During the 2022-23 school year our expulsion rate was 0.5%. In the 2023-24 school year, our expulsion rate was 0%. In the 2024-25 school year, our expulsion rate was 0%.

The most significant change that we implemented over the last few years is in-person schooling, with all the incentives and benefits that it provides. In 2021-22 we also implemented an additional support program for our African American students, as a way to target specific students with high absences. This program was called Intensified Supports for Chronic Absenteeism. An attendance case manager met weekly via zoom with students “on the cusp” of being chronically absent, to help them navigate the factors which hinder them from maintaining a healthy attendance. We implemented this program from the beginning of February of 2022 to June of 2022, and we saw positive results from it. It enabled us to reach our goal of decreasing the chronic absenteeism rate for our African American students. In 2023-24 that program was cut for us, but we continued to work closely with our AASA lead teacher and others to improve AA student attendance in 2024-25. We continue to make calls for our students who are at risk of becoming chronically absent in an effort to decrease our CAB rate.

In the 2022-23 school year, some programs implemented to decrease chronic absenteeism were Attendance Works and the LEAP program. Attendance Works coordinated ongoing messaging through targeted outreach calls and mailers, a calendar of pre-programmed messages reminding parents of holidays, school days, as well as other dates that impacted attendance, and we shared our attendance progress in our monthly parent meetings. The Learner Engagement and Attendance Program (LEAP) is a program that is fully aligned with our focus on relationships and restorative practice and in fact focused on building relationships with families and assessing needs and is less about addressing absences. We saw an increase in the attendance of 54% of the targeted students. We will continue with the program and continue to monitor the attendance of our targeted students.

In the 2023-24 school year our programs implemented to decrease chronic absenteeism are include the following actions:
We monitor attendance in several different ways:
During week one of school, we made daily personal calls to absent students and we intentionally tracked the attendance for chronically absent students from the 22-23 school year to avoid having them become chronically absent within the first week of the 23-24 school year.
We have continued contacting families of absent students each week for the first four weeks of school.
Each month, we track our progress on our Early Warning Indicators, to see how our subgroups are performing, compared to prior years, and as an indicator of a particular subgroup that may be struggling.

Additionally, we interviewed students individually who had been chronically absent in the 21-22 school year, and who improved in the 22-23 school year, to try and understand how the positive change occurred. We continued this in the 23-24 and 24-25 school years. We also had one on one meetings with students that were currently chronically absent to assess what is preventing them from coming to school regularly.

Lastly, we divided up the list of students at risk of becoming chronically absent, amongst the administrators, to try and support the students in case there are supports we can offer to help them get to school consistently.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 4.2 Services for Systems of Support: Updated the action to a non-contributing action following closer review of the description and LCAP instructions

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance:	• Attendance is taken daily and tracked via PowerSchool (Green Dot's Student Information System) • Office staff communicates daily with parents to inform them of student absences and/or tardies • School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed, such as letters home and Parent Square communication. • Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator. • The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.	$175,813.58	No

Action #	Title	Description	Total Funds	Contributing
		$1,544.89 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		
4.2	Services for Systems of Support:	• Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports. • School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students • The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot's Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention. • Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus • Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate • Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion $16,739.82 of LCFF funds are Learning Recovery funds to be supported in ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$452,236.34	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Parent, Student and Community Engagement: • School will have at least 4 School Advisory Council (“SAC”) meetings. • The school will host at least 4 District English Learner School Advisory Council (“DELAC”) meetings. • Students, families and the school community will feel a sense of connectedness.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To provide opportunities for parental input in school site decisions.
To provide opportunities for parental participation in school events and programs.
To increase the sense of safety and school connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5a SAC Meetings: The school will host at least 4 SACs each school year. Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	8 Meetings Source: Internal Data Year: 2023-24	8 Meetings Source: Internal Data Year: 2024-25	4 Meetings	+4 Meetings
5.2	5b DELAC Meetings: The school will host at least 4 DELACs each school year.	4 Meetings Count of meetings ELAC/DELAC/SSC/LCAP Parent advisory (2022-23)	4 Meetings Source: Internal Data Year: 2023-24	4 Meetings Source: Internal Data Year: 2024-25	4 Meetings	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Count of Meetings ELAC/DELAC/SSC/LCAP Parent Advisory					
5.3	5c Family Surveys: At least 80% positive rating on "Would you Recommend this school to a friend?" for Internal Family Survey. Data Source: Internal Family Survey	All 99% Family Survey (2022-23)	100% Source: Family Survey Year: 2023-24	98.2% Source: Family Survey Year: 2024-25	80%	-1.8%
5.4	5d Parent Participation: At least 30% of parents/guardians participate in two or more events a year or increase by 3 percentage points from prior year. Data Source: Internal Counts from Parent Events	All 10% Counts from parent events (2022-23)	6% Source: Counts from Parent Events Year: 2023-24	33.8% Source: Counts from Parent Events Year: 2023-24	All Students: 19%	+23.8%
5.5	5e Student Survey: Increase by 3 percentage points annually or be at/above at least 80% positive rating "I feel safe at this school" on the Internal Student Survey	All Students: 93% Data Source: Internal Student Survey Year: 2023-24	N/A	N/A	At least 80%	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
At AJR we have been very successful at maintaining our parent, student and community engagement. We have maintained very positive relationships with all our stakeholders and enjoy support and positive feedback from them. There were no substantive differences in planned actions and the actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between planned expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall Effectiveness:
At least 4 SAC meetings are held each school year--We met this goal, because we had a total of 7 SAC meetings in the 2020-21 school year. We had a total of 8 SAC meetings in 2021-22. We had a total of 8 SAC meetings in the 2022-23 school year. We held 8 SAC meetings in the 2023-24 school year. We held 8 SAC meetings in the 2024-25 school year.

At least 4 DELAC meetings--We met this goal, because we had a total of 6 DELAC meetings in the 2020-21 year. We had 5 DELAC meetings in the 2021-22 school year. We had 5 DELAC meetings in the 22-23 school year. We had 5 DELAC meetings in the 23-24 school year. We had 5 DELAC meetings in the 24-25 school year.

Student/family sense of connectedness-- Overwhelmingly, families indicate satisfaction with the school and rate they would recommend the school, year after year. In the 2019-20 school year, we earned a 96.1% satisfaction rate, answering the question, “would you recommend this school to a friend?” In the 2020-21 school year, that rate increased to 97%. In the 2022-23 school year our satisfaction rate, based on the question, “would you recommend this school to a friend?” remained at 97%. In the 23-24 school year, our percentage was 99%. In terms of students recommending the school, we scored 95% in 2020-2021, 91% in 2021-2022 and 89% in 2022-23. In the 2023-24 school year we scored 93%. In the 2024-25 school year 88.9%. Overwhelmingly, students feel safe at school. Again, this is also in the 90% range for the last several years.

Staff sense of support--AJR hires and retains highly qualified staff members. Several staff members have been at AJR for many years, with three teachers on staff who attended AJR as students and have returned to their community to serve our students. Our school is a family and we work to embed that in all aspects of the school community. AJR currently has three administrators, two of which were previously teachers within GDPS. At AJR we take pride in our excellent Professional Development Program, which incorporates teacher voice and talent and includes differentiated sessions led by AJR faculty members. At AJR each summer the Instructional Leadership Team (ILT) creates a unit-based PD program, based on annual department PD goals, where we develop our teachers’ expertise in instructional

strategies, which include planning, incorporating rituals and routines and refining EL strategies, as well as accommodations and modifications for students with special needs. We also respond to teacher feedback. It has been our experience over the last several years that this PD model fosters sustained implementation and real growth among our teachers. On our staff survey in 2019-20, we earned a 96% satisfaction rate among our staff and in the 2020-21 school year we also earned a 96% satisfaction rating on the questions, “I feel successful in my role”, “I am developing my professional practice” and “I enjoy my work in this community.” In 2021-22 our satisfaction rating among teachers was 96%. In 2022-23 we earned a 92% satisfaction rate among our staff. In the 23-24 school year our satisfaction rate was 92% as well. In the 24-25 school year our satisfaction rate was 86.8%.

As we’ve explained above regarding our metric outcomes, the actions we have in place are effective and we are working to perfect implementation for continued outcome growth in the future. School culture is very important as we view it as the bedrock for improving academic student outcomes. We continue to believe our actions are effective in supporting our metric growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To better align with the intent behind our reported outcomes, we have updated the way we describe our expected outcomes. Specifically, we have replaced the "%" symbol with "percentage points" in all of our metric descriptions. This change provides a clearer representation of our schoolwide and student group progress and impact. By using "percentage points," we emphasize absolute changes rather than proportional ones, better reflecting the spirit of the metric outcomes and progress we seek to achieve.

Following continuous review of our LCAP actions as it relates to educational partner engagement and the LCAP instructions, we have made the following changes to the following LCAP actions:

- 5.1 Parent Engagement and Participation: Added language regarding the parents/guardians of unduplicated student groups that are engaged during the school year.
- 5.3 Community Partnerships: Updated the action to a non-contributing action following closer review of the description and LCAP instructions. Updated language related to an educational partner that no longer is partnering with the LEA.

We have added an additional metric "5.5 Student Survey" to better align with and track progress towards our LCAP goal of better supporting school safety and connectedness.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Engagement and Participation:	• The School Advisory Council (SAC) is comprised of the principal, teacher, staff members, parents and community members	$206,616.60	Yes

Action #	Title	Description	Total Funds	Contributing
		• Green Dot District English Learner Advisory Council bylaws ensure English Learner's parents/guardians are elected to the serve on the District English Learner Advisory Council (DELAC). • Parent participation on the SAC and DELAC allows for all parents and guardians as well as parents/guardians of Socioecnomically Disadvantaged students, English Learners, and Foster Youth students to have input into school policies and budget, and regularly reviews school data. • School has a Parent Coordinator whose responsibilities include planning activities, managing communications with parents/guardians, coordinating monthly parent workshops on relevant topics, supports in the hosting of meetings with our DELAC and SAC. ParentSquare is frequently used to communicate with parents, staff, and teachers on upcoming school events, celebrations, activities, and SAC/DELAC meetings and topics. $772.45 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g		
5.2	Communications:	• School communicates with parents regularly via monthly letters, calendars, and the use of Parent Square • School hosts annual events including orientation, back-to- school night and other activities to engage parents in the school community • School administers an annual family and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction • School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator. $2,574.82 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g	$110,621.29	No

Action #	Title	Description	Total Funds	Contributing
5.3	Community Partnerships:	• School looks to engage the community through partnerships that can provide services to families both on and off campus • Schools have partnerships with local community colleges to provide students with Dual Enrollment opportunities and exposure to post- secondary courses.	$258,218.59	No
5.4	Staff Engagement:	• The School Advisory Council (SAC) is comprised of the school's principal, teachers, staff members, parents and community members • Teacher engagement on the SAC allows for teachers to have input into school policies and budget, and regularly review school data • Green Dot values its certificated and classified staff members, and has weekly staff meetings to maintain a positive work environment $6,856.77 of LCFF funds are Learning Recovery funds to support ELA and Math outcomes. Metrics tracked are in Goal 2: 2a, 2b, 2f, and 2g • Green Dot surveys staff twice a year to seek feedback from all stakeholders Data is analyzed and reviewed with stakeholders as needed to inform next steps and continual improvement.	$158,631.38	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,814,759	$216,263.85

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.239%	9.135%	$654,484.01	37.374%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic - Master Scheduling & Staffing: **Need:** To ensure the master schedule is data driven using universal assessment data to meet the needs of students. **Scope:**	We will assess student data on state assessments and universal screeners (RI and i- Ready) to develop a master schedule that is data driven and offers core and support classes.. The actions will provide students with opportunities for learning acceleration in support classes alongside access to a course of study for college readiness.	1a - Credentialed Teachers 1b - Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Curriculum, Resources and Materials to Support Student Subgroups: **Need:** To ensure that student subgroups have access to curriculum and support resources to increase mastery of grade level standards. **Scope:** LEA-wide	We will provide training and development for the ELLevation platform to support students' language development. We will provide professional development for co-teaching pairs including Universal Design for Learning support Special Education students The actions will provide student subgroups with the materials to support and increase academic outcomes.	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math
2.2	**Action:** Support for EL Students: **Need:** To ensure that EL students have increased academic supports to foster language development and overall academic outcomes. **Scope:** LEA-wide	We will provide professional development to teachers to ensure integrated classrooms include a language objective and opportunities for discourse to foster language development for EL students. The actions will provide students with language opportunities in all courses to foster language development and increased language proficiency.	2d - EL Reclassification 2e - ELPI Levels
2.5	**Action:** Professional Development **Need:** To ensure that teachers are provided the support needed to effectively meet the needs of students with rigorous classroom instruction.	We will provide 10 day of professional development for teachers during the school year including content focused days with student work analysis to progress monitor success, The actions will provide teachers with the opportunity to learn from content leads, collaborate with colleagues across Green Dot's network of schools and progress monitor student outcomes	2a - SBAC ELA 2b - SBAC Math 2c - CAST (Science) 2f - CORE SGP ELA 2g - CORE SGP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	for real- time intervention for students with re-teaching opportunities for key standards.	
2.9	**Action:** Support for Long Term English Learners **Need:** To ensure that Long Term EL students have increased academic support to foster language development and overall academic outcomes. **Scope:** LEA-wide	We will provide professional development and coaching on strategies in the Ellevation platform to ensure that language objectives are coupled with strategies for Long Term EL students. The actions will support language development for students, mastery of content and progress toward reclassification to being fully English proficient.	2d - EL Reclassification 2e - ELPI Levels
5.1	**Action:** Parent Engagement and Participation: **Need:** To ensure that parents are meaningfully engaged in the student learning experience through frequent communication and opportunities to interact with the school. **Scope:** LEA-wide	We will establish a cadence of communication with parents to ensure timely feedback and opportunities to engage with the school. We will establish a calendar of events to engage parents in school activities and celebrations.	5a - SAC Meetings 5b - DELAC Meetings 5c - Family Surveys

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Our LEA has strategically invested Additional Concentration Grant funding to expand our team of highly qualified staff who deliver meaningful, student-centered services to our thriving unduplicated student populations. Below, we share how these investments are enhancing educational equity and opportunity for students eligible for Free and Reduced-Price Lunch, English Learners, and students in foster care. This funding has allowed us to increase the number of credentialed educators who provide personalized academic support, empowering students to meet and exceed grade-level expectations. We have also hired instructional staff who are expertly trained in implementing the i-Ready diagnostic and instructional program. These educators design and facilitate individualized learning pathways that build on each student's strengths and ensure progress toward academic success. Schools demonstrating a strong opportunity for growth through diagnostic tools and tailored instruction received additional staff to maximize the benefits of the i-Ready program. Furthermore, grant funds support the hiring of credentialed elective teachers who engage students in enriching, project-based learning across STEM and the arts, helping students explore their interests and develop real-world skills. As part of our commitment to student well-being and engagement, we are prioritizing efforts to support consistent attendance. By investing in additional staff dedicated to attendance initiatives, and partnering with programs such as Everyday Labs and Attendance Works, we are creating stronger connections between school and home that support students’ daily engagement and sense of belonging. To further elevate the success of our English Learners, we have dedicated grant funding to staff who implement the Ellevation platform, enabling educators to access targeted instructional strategies that affirm linguistic assets and accelerate language development. We recognize and honor the resilience and brilliance of our students in foster care and those experiencing homelessness. Our LEA uses grant funds to support additional credentialed staff who implement specialized advisory programs that address both the social-emotional and academic needs of these students. Summer Bridge programs, staffed with caring educators, offer transitional support that helps students build confidence and community as they move between grade levels or school sites. In addition, we have

invested in hiring case managers and partnering with community-based mental health organizations to provide holistic, trauma-informed support, ensuring students have access to the resources they need to thrive both in and out of the classroom.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	16:607
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	35:607

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$9,967,532	$2,814,759	28.239%	9.135%	37.374%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,566,905.26	$434,079.85	$0.00	$716,543.30	$8,717,528.41	$6,627,108.12	$2,090,420.29

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Credentialing:	All	No			All Schools		$103,887.98	$32,262.00	$136,149.98				$136,149.98	
1	1.2	Academic - Curriculum Design:	All	No			All Schools		$644,259.15	$200,697.88	$644,259.15	$150,523.41		$50,174.47	$844,957.03	
1	1.3	Academic - Master Scheduling & Staffing:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$107,713.19	$410,710.87	$292,533.08			$225,890.98	$518,424.06	
1	1.4	Facility Inspections:	All	No			All Schools		$2,521.65	$742,401.43	$522,202.65	$222,720.43			$744,923.08	
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:		Yes	LEA-wide		All Schools		$780,891.95	$3,837.11	$784,345.35	$383.71			$784,729.06	
2	2.2	Support for EL Students:	English Learners	Yes	LEA-wide	English Learners	All Schools		$354,392.61	$0.00	$263,687.87	$19,824.35		$70,880.39	$354,392.61	
2	2.3	Special Education:	Students with Disabilities	No			All Schools		$1,498,703.07	$331,267.51	$1,555,658.66	$40,627.95		$233,683.97	$1,829,970.58	
2	2.4	High Achieving Students:	All	No			All Schools		$42,062.60	$0.00	$42,062.60				$42,062.60	
2	2.5	Professional Development		Yes	LEA-wide		All Schools		$205,069.97	$22,069.00	$91,225.48			$135,913.49	$227,138.97	
2	2.6	Interim Assessments:	All	No			All Schools		$186,686.76	$0.00	$186,686.76				$186,686.76	
2	2.7	Test Preparation	All	No			All Schools		$226,663.34	$0.00	$226,663.34				$226,663.34	
2	2.8	Credit Recovery:	All	No			All Schools		$270,872.93	$0.00	$270,872.93				$270,872.93	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Support for Long Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$20,486.95	$0.00	$20,486.95				$20,486.95	
3	3.1	Counseling:	All	No			All Schools		$468,709.92	$34,286.12	$502,996.04				$502,996.04	
3	3.2	Parent Involvement:	All	No			All Schools		$52,264.75	$27,637.90	$79,902.65				$79,902.65	
3	3.3	Curriculum:	All	No			All Schools		$176,333.15	$0.00	$176,333.15				$176,333.15	
3	3.4	Test Preparation:	All	No			All Schools		$388,560.84	$20,140.00	$408,700.84				$408,700.84	
4	4.1	Attendance:	All	No			All Schools		$161,182.82	$14,630.76	$175,813.58				$175,813.58	
4	4.2	Services for Systems of Support:	All	No			All Schools		$450,936.34	$1,300.00	$452,236.34				$452,236.34	
5	5.1	Parent Engagement and Participation:		Yes	LEA-wide		All Schools		$198,966.60	$7,650.00	$206,616.60				$206,616.60	
5	5.2	Communications:	All	No			All Schools		$110,621.29	$0.00	$110,621.29				$110,621.29	
5	5.3	Community Partnerships:	All	No			All Schools		$16,688.88	$241,529.71	$258,218.59				$258,218.59	
5	5.4	Staff Engagement:	All	No			All Schools		$158,631.38	$0.00	$158,631.38				$158,631.38	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,967,532	$2,814,759	28.239%	9.135%	37.374%	$1,658,895.33	0.000%	16.643 %	**Total:**	$1,658,895.33
								LEA-wide Total:	$1,658,895.33
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$292,533.08	
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	LEA-wide		All Schools	$784,345.35	
2	**2.2**	Support for EL Students:	Yes	LEA-wide	English Learners	All Schools	$263,687.87	
2	**2.5**	Professional Development	Yes	LEA-wide		All Schools	$91,225.48	
2	**2.9**	Support for Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	$20,486.95	
5	**5.1**	Parent Engagement and Participation:	Yes	LEA-wide		All Schools	$206,616.60	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,876,973.43	$8,156,883.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Credentialing:	No	$142,467.23	$85,150.40
1	**1.2**	Academic - Curriculum Design:	No	$850,061.32	$797,139.96
1	**1.3**	Academic - Master Scheduling & Staffing:	Yes	$490,912.94	$494,838.73
1	**1.4**	Facility Inspections:	No	$624,257.40	$263,434.23
2	**2.1**	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$739,942.01	$753,074.02
2	**2.2**	Support for EL Students:	Yes	$401,378.05	$406,266.79
2	**2.3**	Special Education:	No	$1,825,039.26	$1,792,171.16
2	**2.4**	High Achieving Students:	No	$40,542.20	$39,324.53
2	**2.5**	Professional Development	Yes	$314,832.52	$269,282.12
2	**2.6**	Interim Assessments:	No	$243,312.84	$205,154.02
2	**2.7**	Test Preparation	No	$247,774.04	$231,015.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Credit Recovery:	No	$300,098.82	$273,661.47
2	2.9	Support for Long Term English Learners	Yes	$19,727.82	$18,918.05
3	3.1	Counseling:	No	$483,900.44	$489,767.51
3	3.2	Parent Involvement:	No	$102,696.82	$98,224.69
3	3.3	Curriculum:	No	$170,155.79	$167,338.44
3	3.4	Test Preparation:	No	$390,468.19	$395,092.26
4	4.1	Attendance:	No	$218,012.17	$178,246.45
4	4.2	Services for Systems of Support:	No	$450,163.18	$443,202.69
5	5.1	Parent Engagement and Participation:	Yes	$255,443.25	$217,895.28
5	5.2	Communications:	No	$111,014.92	$105,531.52
5	5.3	Community Partnerships:	No	$299,899.04	$278,396.73
5	5.4	Staff Engagement:	No	$154,873.18	$153,756.66

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,814,759	$1,765,375.90	$2,160,274.99	($394,899.09)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic - Master Scheduling & Staffing:	Yes	$277,971.94	$494,838.73		
2	2.1	Curriculum, Resources and Materials to Support Student Subgroups:	Yes	$739,629.51	$753,074.02		
2	2.2	Support for EL Students:	Yes	$301,173.15	$406,266.79		
2	2.5	Professional Development	Yes	$186,226.12	$269,282.12		
2	2.9	Support for Long Term English Learners	Yes	$19,727.82	$18,918.05		
5	5.1	Parent Engagement and Participation:	Yes	$240,647.36	$217,895.28		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,164,375	$2,814,759		39.288%	$2,160,274.99	0.000%	30.153%	$654,484.01	9.135%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024